

## APPENDIXES

### NEASC Substantive Change Report

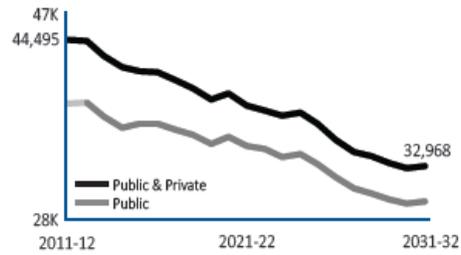
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**Appendix A:**

**WICHE December 2016 report, “Knocking at the College Door”:  
Connecticut High School Graduates, 2000-01 to 2031-32**

# CONNECTICUT

- 38,500 high school graduates, on average, projected per year between school years 2011-12 and 2031-32.
- The total number of graduates in Connecticut is not projected to increase after 2011-12, ending at 33,000 in 2031-32.



School Year	GRAND TOTAL	PRIVATE SCHOOLS TOTAL	PUBLIC SCHOOLS TOTAL	Hispanic	Non-Hispanic				Available Data for Additional Race Categories	
				Alone, or Any Race	White	Black	American Indian/Alaska Native	Asian/Pacific Islander (combined)		
2000-01	35,514	5,126	30,388	2,563	23,429	3,369	66	961		
2001-02	38,205	5,878	32,327	2,886	24,721	3,617	74	1,029		
2002-03	40,296	6,629	33,667	3,250	25,308	3,952	87	1,070		
2003-04	40,537	5,964	34,573	3,319	26,130	3,896	102	1,126		
2004-05	41,104	5,589	35,515	3,717	26,482	4,051	93	1,172		
2005-06	41,210	4,988	36,222	3,623	27,047	4,184	117	1,251		
2006-07	43,558	6,017	37,541	4,139	27,384	4,689	102	1,227		
2007-08	44,099	5,680	38,419	4,451	27,782	4,775	104	1,307		
2008-09	41,201	6,233	34,968	3,861	25,561	4,221	77	1,248		
2009-10	40,996	6,501	34,495	4,063	24,787	4,226	95	1,324		
2010-11	44,813	5,959	38,854	5,301	27,039	4,922	169	1,423	17	270
2011-12	44,495	5,814	38,681	5,507	26,656	4,770	215	1,533	21	395
2012-13	44,365	5,643	38,722	5,838	26,188	4,823	144	1,728	65	449
2013-14	42,968	5,517	37,451	5,641	25,397	4,588	107	1,658		
2014-15	41,956	5,533	36,423	5,845	24,123	4,538	108	1,666		
2015-16	41,580	4,745	36,835	6,191	24,000	4,559	122	1,799		
2016-17	41,529	4,684	36,845	6,403	23,731	4,542	109	1,791		
2017-18	40,783	4,490	36,292	6,516	23,095	4,431	104	1,965		
2018-19	40,056	4,255	35,801	6,696	22,679	4,271	106	1,845		
2019-20	39,050	4,107	34,943	6,841	21,623	4,189	76	2,016		
2020-21	39,603	3,964	35,639	7,158	22,033	4,101	88	2,079		
2021-22	38,497	3,741	34,756	7,347	21,016	4,072	80	2,064		
2022-23	37,991	3,504	34,488	7,774	20,434	3,966	74	2,080		
2023-24	37,586	3,783	33,803	8,082	19,525	3,975	67	1,989		
2024-25	37,880	3,777	34,103	8,523	19,292	3,928	62	2,163		
2025-26	36,798	3,621	33,177	8,344	18,544	4,078	66	2,180		
2026-27	35,370	3,460	31,910	8,272	17,590	3,937	86	2,070		
2027-28	34,246	3,348	30,897	7,930	16,996	3,734	85	2,186		
2028-29	33,833	3,336	30,497	8,071	16,544	3,726	71	2,092		
2029-30	33,201	3,270	29,931	7,649	16,356	3,683	71	2,142		
2030-31	32,796	3,223	29,572	7,900	15,929	3,614	88	2,043		
2031-32	32,968	3,238	29,730	7,825	16,101	3,620	89	2,087		

Notes: School Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end. The Grand Total is the sum of the Private Schools and Public Schools totals. The Private Schools Total includes schools not supported primarily by public funds, religious and nonsectarian, but not including homeschool students. Private Schools projections begin in school year 2011-12. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately. Prior to 2010-11, data were not available separately for Asian and Pacific Islander students, and Two or More Races students. Hawaiian/Pacific Islander and Two or More Races counts are displayed separately in the years they were reported for informational purposes, but are included in the race categories in the projected years. For more detailed information, see Appendix C: Technical Information and Methodology at [www.wiche.edu/knocking](http://www.wiche.edu/knocking). Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016.

**Connecticut Community Colleges  
New England Association of Schools & Colleges**

<b>Institution</b>	<b>Approval Date of most recent Comprehensive Evaluation or Interim (Fifth-Year) Report</b>	<b>Expressed Concerns by the NEASC Commission on Institutions of Higher Education to be addressed by the Institution in an upcoming Follow-Up Report</b>
Asnuntuck	<p style="text-align: center;">March 3, 2016</p> <p style="text-align: center;">Comprehensive Evaluation</p>	<p>That the College submit an interim report for consideration in Fall 2020 ... gives emphasis to its success in:</p> <ol style="list-style-type: none"> <li>1) developing and implementing plans to assess student learning and use the results for improvement;</li> <li>2) strengthening communication among constituents at the College;</li> <li>3) evaluating the impact of programs offered to support workforce development initiatives in the State of Connecticut on the institution's mission, with emphasis on ensuring that resources are sufficient to support programs in general studies, liberal arts, and majors outside of the technical fields;</li> <li>4) implementing plans to use analytics and early alert software and nationally standardized assessment tools to support efforts to increase retention and graduation rates</li> </ol>
Capital	<p style="text-align: center;">April 20, 2017</p> <p style="text-align: center;">Comprehensive Evaluation</p>	<p>That the College submit a report for consideration in Fall 2018 which gives emphasis to the institution's success in:</p> <ol style="list-style-type: none"> <li>1) increasing student enrollment, retention, and graduation;</li> <li>2) continuing to ensure sufficient personnel and financial resources are available to support its programs and services</li> </ol>
Gateway	<p style="text-align: center;">September 22, 2016</p> <p style="text-align: center;">Comprehensive Evaluation</p>	<p>That the College submit a report for consideration in Spring 2018 that gives emphasis to the institution's success in:</p> <ol style="list-style-type: none"> <li>1) developing an integrated institutional strategic plan with measurable outcomes;</li> <li>2) developing and implementing a college-wide approach to the assessment of student learning including implementation of academic program reviews;</li> <li>3) demonstrating sufficiency of human, technological, and physical resources to support student success;</li> <li>4) achieving its goals to improve retention and graduation rates</li> </ol>

<b>Institution</b>	<b>Approval Date of most recent Comprehensive Evaluation or Interim (Fifth-Year) Report</b>	<b>Expressed Concerns by the NEASC Commission on Institutions of Higher Education to be addressed by the Institution in an upcoming Follow-Up Report</b>
Housatonic	April 20, 2017  Interim Report	<p>The areas of follow-up for consideration by the Commission via the institution's Spring 2022 comprehensive evaluation are:</p> <ol style="list-style-type: none"> <li>1. continuing to address two of the matters specified for attention in the interim report: <ol style="list-style-type: none"> <li>a. the impact on the institution's operations of the policies, priorities, and funding decisions of the Connecticut Board of Regents for Higher Education</li> <li>b. success in assuring sufficient financial resources to support the College's programs and services and to fund the priorities identified in the institution's strategic plan</li> </ol> </li> <li>2. achieving its goals to improve retention and graduation rates</li> </ol>
Manchester	April 20, 2017  Interim Report	<p>The areas of follow-up for consideration by the Commission via the institution's Spring 2022 comprehensive evaluation are:</p> <ol style="list-style-type: none"> <li>1) continuing the review of its governance structure</li> <li>2) continuing to develop a College-wide approach to assessment that includes assessment of the general education program and using assessment results for improvement</li> <li>3) achieving its goals to increase credit- and non-credit enrollment and to improve student retention</li> <li>4) assuring the sufficiency of faculty, including full-time faculty, to meet the needs of the institution</li> </ol>
Middlesex	March 6, 2014  Comprehensive Evaluation Follow-Up Progress Report	<p>The College is to submit a fifth-year interim report in Fall 2018 that will give emphasis to the continued success in addressing:</p> <ol style="list-style-type: none"> <li>1) ensuring an effective system of student advising;</li> <li>2) providing sufficient and appropriate resources to support academic and student services at the Meriden Center location;</li> <li>3) establishing an effective model of shared governance;</li> <li>4) implementing a systematic approach to learning outcomes assessment for general education</li> </ol>

<b>Institution</b>	<b>Approval Date of most recent Comprehensive Evaluation or Interim (Fifth-Year) Report</b>	<b>Expressed Concerns by the NEASC Commission on Institutions of Higher Education to be addressed by the Institution in an upcoming Follow-Up Report</b>
Naugatuck Valley	April 19, 2013  Comprehensive Evaluation	Areas for follow-up in fifth-year Interim Report due Fall 2017 included: <ol style="list-style-type: none"> <li>1) assuring the sufficiency of resources to support its programs and services;</li> <li>2) using results of institutional research to develop and implement a comprehensive approach to assessing student learning outcomes with an emphasis on the general education program;</li> <li>3) continuing to develop and implement strategies to track student success and achieve graduation rate goals;</li> <li>4) implementing plans to revise the student advising system;</li> <li>5) establishing and implementing a facilities master plan with an emphasis on building repair and maintenance and improving classroom technology;</li> </ol>
Northwestern Connecticut	November 20, 2015  Comprehensive Evaluation Follow-Up Progress Report	That the interim report scheduled for consideration in Spring 2018 gives continued emphasis to: <ol style="list-style-type: none"> <li>1) evaluating the impact of changes in state-wide governance structures on the College's mission, with an emphasis on continuing to maintain financial stability and assuring the sufficiency of resources to support its programs and services;</li> <li>2) analyzing assessment data and using the results to inform decision-making and continuous improvement of teaching and learning, with an emphasis on using course-level assessment results to inform the assessment of academic programs</li> </ol>

<b>Institution</b>	<b>Approval Date of most recent Comprehensive Evaluation or Interim (Fifth-Year) Report</b>	<b>Expressed Concerns by the NEASC Commission on Institutions of Higher Education to be addressed by the Institution in an upcoming Follow-Up Report</b>
Norwalk	March 6, 2015  Comprehensive Evaluation	<p>Areas for follow-up in fifth-year Interim Report due Fall 2019 included:</p> <ol style="list-style-type: none"> <li>1) Report of continuing progress to implement plan developed to achieve the institution’s goals for student success and to ensure adequate student advisement; as well as the items specified for the Spring 2017 report <ol style="list-style-type: none"> <li>a. Progress report of efforts to develop and implement a plan to meet its goals for student success, including completion and graduation rates, and to ensure students’ advising needs are appropriately met</li> <li>b. Instituting an effective system of academic advising with properly trained faculty and staff, and adequate resources</li> <li>c. Demonstrating an ability to admit and support students who can be successful in institution’s academic programs, including specifically recruited populations</li> <li>d. Measuring student success, including rates of retention and graduation and other measures of success appropriate to institutional mission</li> <li>e. Instituting regular review of data on retention, graduation, and other measures of student success with results used for planning, resource allocation, and improvement</li> </ol> </li> <li>2) Give emphasis to institution’s success in reviewing its mission and completing and implementing the 2016-2021 strategic plan</li> <li>3) Assurance that institution “employs effective procedures for the regular evaluation of faculty</li> <li>4) Give emphasis to the College’s success to improve communication across its constituencies, including, as appropriate, the participation of adjunct faculty in institutional governance</li> <li>5) Evaluate the impact of the State of Connecticut’s governance structure on NCC’s ability to meet the mandates of its mission</li> </ol>

<b>Institution</b>	<b>Approval Date of most recent Comprehensive Evaluation or Interim (Fifth-Year) Report</b>	<b>Expressed Concerns by the NEASC Commission on Institutions of Higher Education to be addressed by the Institution in an upcoming Follow-Up Report</b>
Quinebaug Valley	September 22, 2016  Interim Report	That the College submit a report in Fall 2018 that gives emphasis to the institution's success in: <ol style="list-style-type: none"> <li>1) implementing the Board of Regents Transition and Articulation Program (TAP);</li> <li>2) continuing to assess educational effectiveness, including the assessment of student learning in TAP and other academic programs;</li> <li>3) achieving its goals to improve retention and graduation rates;</li> </ol>
Three Rivers	September 25, 2015  Comprehensive Evaluation Follow-Up Progress Report	That the College submit an interim report in Fall 2017 that gives emphasis to: <ol style="list-style-type: none"> <li>1) Achieving enrollment goals and maintaining financial resources sufficient to support its mission in light of the reorganization of higher education governance and level of funding by the State of Connecticut;</li> <li>2) Continuing to build capacity to support its use of evidence and data to make improvements throughout the College</li> </ol>
Tunxis	November 18, 2016  Interim Report	That the College submit a report for consideration in Fall 2018 that gives emphasis to the institution's success in continuing to ensure sufficient resources and personnel are available to support its programs and services

**Appendix C:  
Summary of Fringe Benefit Costs**

Fringe benefits run very high in Connecticut. The state has a large unfunded pension liability which by agreement must be paid down regularly. The following is a chart of the components of fringe benefits:

**Fringe Benefits Rates**

Est. AVG Medical Insurance as a % of Total Salaries & Wages

Unemployment Compensation

FICA Social Security

FICA Medicare

Employer SERS Regular Retirement

Employer SERS Hazardous Duty Retirement

Employer Alternative Retirement Program

Employer Teacher's Retirement

Workers Comp

Total FB rates for SERS Regular Employees (excluding Med Ins)

Total FB rates for SERS Regular Employees (including Med Ins)

Total FB rates for ARP Employees (excluding Med Ins)

Total FB rates for ARP Employees (including Med Ins)

	<b>FY17</b>	<b>FY18</b>
	15.89%	15.47%
	0.06%	0.26%
	6.20%	6.20%
	1.45%	1.45%
	54.99%	56.58%
	69.94%	81.75%
	11.93%	14.50%
	9.87%	27.41%
	0.70%	0.55%
	63.40%	65.04%
	79.29%	80.51%
	20.34%	22.96%
	36.23%	38.43%

Connecticut employees may belong to the State Employees Retirement System (SERS), a defined benefit plan, or the Alternate Retirement Program (ARP), a defined contribution plan. The unfunded pension liability relates only to SERS and the impact and rate differential can be seen above. The 75% is an estimated average; there are more employees on the SERS plan than ARP thus skewing the averages that we pay. Further, full time employees are more weighted towards SERS. Since the new organization structure includes only full time employees, the group as a whole is more likely to have higher fringe benefit rate.

## Student Barriers to Transferring within the System

Below is a summary of the top issues that the CTDLIC Call Center has cataloged since June 2016 regarding the barriers of students transferring within the CSCU system as well as other common student frustrations. Since June 2016, the call center has served over 119,000 inbound calls and performed over 50,000 outbound calls.

### College Websites

- Inconsistent look and feel as well as inconsistent processes/policies
- Outdates information
- No unified support at 6 of the community colleges, CTDLIC is supporting 7 of the colleges to help assist students
- Website search function is inconsistent with each college utilizing different terms and department names.  
Example: To find a **staff directory**, it can be under directory, staff or personnel. Also, colleges may use **Bursars**, **Business**, and **Cashiers** as interchangeable department labels, creating confusion for students. **Admissions** vs. **Enrollment** label is another example of inconsistent labeling.

### Application Process

- Requires the creation of a user account
- Applicants must complete the submission in a single session as they are unable to save work for later completion
- Transfer students must submit applications to each school when transferring, regardless of previous submissions/acceptance
- \$20 application fee is required by each college, even though the student has already paid once (*Some colleges may waive the fee if transferring, while others will not – an inconsistent policy*)
- Students must select from multiple application options on websites, causing confusion on whether to new student or re-admit
- Students transferring have expressed frustration in requiring full application to another college considering that they are part of the same system
- There are no clear tutorials to guide students through the application process
- The Proof of residency and/or citizenship process is different for many of the colleges, including which documents are accepted and in what manner
- There are no automated notifications to alert students on the status and receipt of their application– this generates additional student calls

### Transcripts for Admissions

- There are no automated notifications to alert students on the status and receipt of their transcripts – this generates additional student calls.
- There is no standard process for transcript evaluation as each college has different processes and may be performed by different departments
- Students transferring have expressed frustration in requiring transcripts be sent to another college considering that they are part of the same system

- **Students transferring have expressed great frustration in not having all of their credits transfer from one community college to another within the system**

### Immunization

- New students have expressed difficulties in obtaining medical records for numerous reasons, i.e. doctor's office closed, records are in another state
- There is an inconsistent policy on which campuses will accept a Waiver for Religious reasons
- Students transferring have expressed frustration in requiring immunization records be re-submitted to another college considering that they are part of the same system
- Each college has a different protocol on how students must submit their records as some allow faxes, while others require in-person drop-off

### Assessment Testing

- The type of assessment test and policies around the assessment vary between the colleges
- Each college has a different process for scheduling tests as some utilize online scheduling tools while other require phone calls to set-up appointments

### Financial Aid Process

- Assistance for the FAFSA application is limited as many college lack staffing and utilize part-time assistance with limited availability which also impacts processing time
- Students are frequently instructed to call a separate number in order to leave a voicemail so that an appointment can be arranged at a later date
- There are no automated notifications to alert students on the status and receipt of their FAFSA as well as the next steps required of the student

### When selected for verification:

- Student only receive information in regards to missing documents via their designated student email address. There is no clear information packet explaining what to expect if selected for verification.  
*(Institutions utilizing the Call Center may opt for outbound call campaigns to resolve this issue)*
- Each college has a different protocol on how students must submit their documents as some allow faxes, while others require in-person drop-off

### Advising/Counseling

- Colleges have different processes for handling New Students as well as Re-admits - some require attendance at an information session (pre-scheduled days) before setting an appointment to assist with class registration; some utilize an online scheduler for appointments; others require students to call contact individual department staff to schedule an appointment, sometimes resulting in student frustration if attempts fail to reach the contact in real-time

### Registration

- Colleges have different processes with some requiring the students to obtain a registration code (which may be for one or many courses) while others require students to meet with an advisor to complete registration.
- Some allow students to register online while others require in-person registration via paper.

- Each college has different dates and processes as to when they will drop students for non-payment as some drop within 24 hours; some drop within 7 days; and others do not drop at all
- Each college has a different Add/Drop dates and process for the students to follow as some require in-person notice of the drop
- College adhere to different Late Registration dates and policies

#### Bursars/Cashier/Business Offices

- Payment processes differ from campus to campus as some only allow payments via Banner; some take credit card payments via phone; others only allow in-person payment
- If students have an Accounts Receivable Hold and the student issues payment, the 'hold' status is not removed automatically after payment has been processed, resulting in students calling for resolution.
- Refund policies are not consistent or clearly defined from campus to campus, resulting in student confusion
- Tuition Due Dates differ from campus to campus

#### Other Areas of Frustration

- Some colleges may take up to 2 weeks for documents to be manually proceed and updated for the students' Banner accounts. In comparison to other online services, students expect an instant process and receipt.

“By emphasizing the need for data analysis and calling for broader institutional change, [Achieving the Dream has] changed the reform conversation.”—*Redesigning America’s Community Colleges: A Clearer Path to Student Success* (2015)

## Who We Are

For more than a decade, Achieving the Dream has served as a catalyst helping community colleges bolster student success. We guide colleges committed to improving student outcomes through an institutional change process designed to enable all students to earn certificates and degrees. Our longstanding emphasis on building data capacity and encouraging leadership and innovation has shaped the national conversation on student success. Our focus on access and completion for low-income students and students of color is now a focus of every community college in the nation.

Achieving the Dream is the leader of a network that includes more than 220 institutions, 100 coaches, and 15 state policy teams in 39 states and the District of Columbia and serves more than 4 million community college students.

Achieving the Dream supports colleges to:

- **Innovate** to successfully implement, align and scale cutting edge reforms that increase student success, close achievement gaps, and generate economic benefit for their communities;
- **Coach** leaders to build institutional capacity, lead whole-college reform, and sustain continuous improvement; and
- **Connect** to a network of leaders to foster innovation and peer learning.

These three pillars have formed the core of Achieving the Dream’s work for years and continue to be relevant as colleges strive to achieve integrated reform that improve the lives of their students.

## What We Do

Achieving the Dream’s capacity-building framework expands on ATD’s founding principles of institutional change and the network’s knowledge of what works, anchoring the next-generation of community college reform. The model encompasses seven essential institutional capacities, ranging from leadership and vision to teaching and learning, equity, and data and technology.

With the capacity framework as a guide, Achieving the Dream staff and coaches help colleges in the network create a student-focused culture that helps increase the number of students who persist and earn post-secondary credentials. Our coaches provide sustained, hands-on, customized support. Our approach integrates and aligns efforts colleges already have begun to implement to reach their strategic goals: improving developmental education, engaging faculty in student success, putting useful data and information in the hands of faculty and advisors, implementing guided pathways approaches, and going the extra mile to address students’ financial challenges to help them continue their studies.

We also offer premier peer learning events, virtual networking and professional development opportunities, access to leading national experts in the field, and the opportunity to participate in cutting edge learning initiatives.

## What We Have Learned

With the assistance of prominent researchers as partners and the generous support of our philanthropic champions, over the past decade ATD has learned critical lessons about community college improvement that is widely accepted in the field. These lessons speak to the importance of:

- **Scale.** Boutique pilot programs and interventions that are not connected to one another or scaled are not yielding strong returns.
- **Integrated, Holistic Strategy.** An institution's student success agenda is sustained by a student-focused culture and requires a holistic approach that builds and aligns institutional capacity to reinforce student success.
- **Design and Action Informed by Data.** Equity-minded interventions must be designed intentionally. Disaggregation of student outcomes and identification of the root causes of achievement gaps must be followed by systemic action to address barriers and challenges.
- **Next Generation Developmental Education.** Developmental education must be accelerated, customized to learners' needs and connected to programs of study.
- **Broader Connections.** Community colleges must connect more deeply and dynamically to other education systems, employers and community-based organizations.

## Results We Achieve

Students at ATD colleges are finding success moving through the stages of their educational journeys: learning the skills for a new career, completing courses, earning credentials and degrees, and transferring to four-year institutions. Achieving the Dream provides a framework, resources, and support to bring about the kind of holistic change that makes it possible for students to achieve their dreams.

**Pierce College, WA:** Increased the three-year graduation rate from 22 percent to 31 percent for new degree-seeking students and 21 percent to 30 percent for first-generation students from 2009 to 2013.

**Trident Technical College, SC:** Increased fall term successful course completion rate from 62 percent in 2011 to 76 percent in 2014.

**William H. Rainey Harper College, IL:** Increased the percentage of degree and certificate-seeking students who reached their goal within three years of initial enrollment from 14 percent in 2010 to 24 percent in 2014. The percentage of recent high school graduates who enrolled in college-level math within one year of high school graduation also increased from 47 percent to 72 percent.

**Miami Dade College, FL:** Increased from 89 to 94 the percentage of first-time-in-college students who enrolled immediately after high school who selected a program of study by the end of their first term. For the same students, increased from 13 to 16 the percentage who completed 30 or more credits at the end of their first spring.

**University of Hawai'i Community Colleges, HI:** Increased the number of degrees awarded by 70 percent between 2010 and 2014, during a stable enrollment period.

# An Introduction to CSCU and Guided Pathways



## What Do Guided Pathways Mean for Connecticut?

Connecticut State Colleges and Universities (CSCU) is committed to using guided pathways to improve student retention and completion. This work is a central part of the CSCU Students First initiative, and it builds on a variety of system efforts, including the Transfer and Articulation Policy (TAP) and Math Pathways.

Guided pathways are academic and career pathways that provide structure, mileposts, and clear outcomes for each student’s college experience. Each pathway is based on a program of study that is aligned with specific employment goals and/or additional education.

Guided pathways include detailed academic plans and incorporate a range of evidence-based supports. The pathways approach is geared toward helping more students efficiently complete credentials, transfer, and attain jobs with value in the labor market.

Because guided pathways touch on every aspect of the student experience, implementing this approach typically requires broad-scale institutional and system change. The work is challenging, and it includes planning, implementation, and evaluation.

## Why Guided Pathways?

Educators know what types of changes can help college students complete degrees—and do so more quickly and at a lower cost. Students are more likely to earn credentials if they:

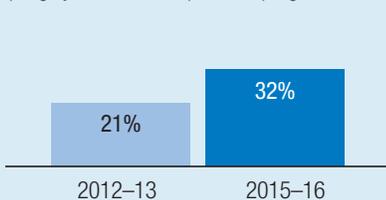
- Choose a program and develop an academic plan early in their college experience;
- Have a clear road map of the courses they need for their credential; and
- Receive guidance and support to help them stay on track.

Several states and systems have seen guided pathways lead to measurable results. For example, since 2012, the Tennessee Board of Regents has been working with its 13 community colleges and five regional universities to implement pathways practices. The state has seen dramatic improvements in terms of both early momentum (students accumulating college credits and passing gateway courses in their first year) and completion rates.

## Pathways Lead to Dramatic Improvements in Tennessee Community Colleges

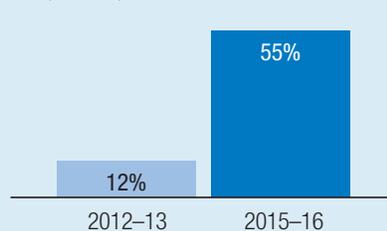
### More Freshmen Meet Course Thresholds

Percentage of incoming community college freshmen passing at least nine semester credits (roughly three courses) in their program of study



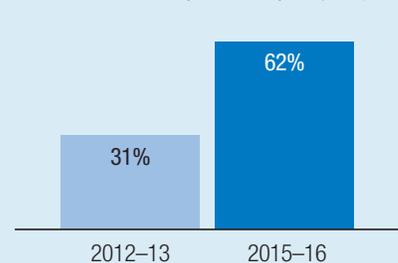
### More Students Pass College-Level Math

Percentage of new community college students passing a college-level math course in their first year



### Pass Rate for College-Level English Doubles

Pass rate for college-level English (Comp 101)



Higher  
Graduation  
Rates

42%

Increase in three-year graduation rate from 2013 to 2016 (based on the three years prior to each year)

INCLUDING

88%

Increase among underrepresented minority students

## Why the Scale of Adoption Tool?

In 2017–18, CSCU will focus on institutional self-assessment via the Community College Research Center’s Guided Pathways Scale of Adoption Self-Assessment tool. Colleges across the country use the tool to better understand what it takes to implement guided pathways, document how they currently approach key aspects of the student experience, and plan for improvements.

Colleges new to guided pathways say the Scale of Adoption tool helps them understand how the guided pathways initiative differs from other reforms. Colleges that already have intensive work underway use the tool to document their progress in implementing guided pathways.

## The CSCU Student Success Center and Guided Pathways Task Force

The CSCU Student Success Center, an established part of the CSCU system office, is one of 14 such centers nationwide. The Center fosters a collaborative process in which faculty, staff, students, and administrators work together to develop a culture of academic and personal success for CSCU students. The Center uses guided pathways as a framework for these efforts.

CSCU and the Center are undertaking a multiyear, collaborative guided pathways initiative that is committed to student success and equity in equal measure. All of the guided pathways work focuses on helping more students complete programs—and helping them do so more quickly.

The Center has assembled a Guided Pathways Task Force (GPTF) that includes CSCU faculty, staff, and administrators with diverse perspectives and skills. The Center and the GPTF will oversee the CSCU guided pathways initiative. As a member of the national Student Success Center Network, the CSCU Center will receive technical assistance from Jobs for the Future, which manages the network, as well as other leading national organizations focused on student success, such as the Community College Research Center and the National Center for Inquiry & Improvement.

### CSCU Guided Pathways Timeline

Academic year 2017–18 is the first year of the guided pathways initiative. It will focus on institutional self-assessment. Current plans include the following:

#### August 9, 2017: Student Success Center Convening

Focus: College Completion and Guided Pathways

#### August to October 2017: Creation of Guided Pathways Working Groups (GPWGs)

Task: All 17 CSCU institutions create GPWGs to lead Scale of Adoption tool campus assessments

#### November 1, 2017: Student Success Center Convening

Focus: Guided Pathways and Scale of Adoption Tool

#### November 2017 to Mid-March 2018: Completing the Scale of Adoption Tool

Tasks:

- Campus GPWGs complete the Scale of Adoption tool
- GPTF meets with individual GPWGs to review completed tools

#### April 6, 2018: Student Success Center Convening

Focus: CSCU Guided Pathways Institutional Self-Assessment Summary and Next Steps

### Members of the CSCU Guided Pathways Task Force

#### Greg DeSantis

*Interim Executive Director of the Student Success Center and Academic Initiatives*  
Connecticut State Colleges and Universities

#### Kerry L. Beckford

*Assistant Professor of English*  
Tunxis Community College (Farmington)

#### Michael Buccilli

*Director of Counseling and Student Success*  
Gateway Community College  
(New Haven)

#### Saulo Colón

*Assistant Professor of Sociology*  
Housatonic Community College (Bridgeport)

#### Kevin Corcoran

*Executive Director*  
Connecticut Distance Learning Consortium

#### Ken Klucznik

*TAP Co-Manager*  
Connecticut State Colleges and Universities

#### Maribel Lopez

*Registrar*  
Gateway Community College (New Haven)

#### Lesley Mara

*Interim Director of Workforce Development, Strategic Partnerships, and Sponsored Programs*  
Connecticut State Colleges and Universities

#### Calvin McFadden, Sr.

*Dean of Students*  
Norwalk Community College (Norwalk)

#### Laura Qin

*Director of Institutional Research*  
Three Rivers Community College (Norwich)

#### Michael Stefanowicz

*Academic Dean*  
Asnuntuck Community College (Enfield)

#### Sydney Voghel-Ochs

*Director of Marketing and Public Relations*  
Naugatuck Valley Community College  
(Waterbury)

#### Heidi Zenie

*Program Coordinator of Exercise Science, Program Coordinator of Sport and Leisure Management*  
Three Rivers Community College (Norwich)



**Students First: IT Structure, Staff, and Governance**

*New IT Structure*

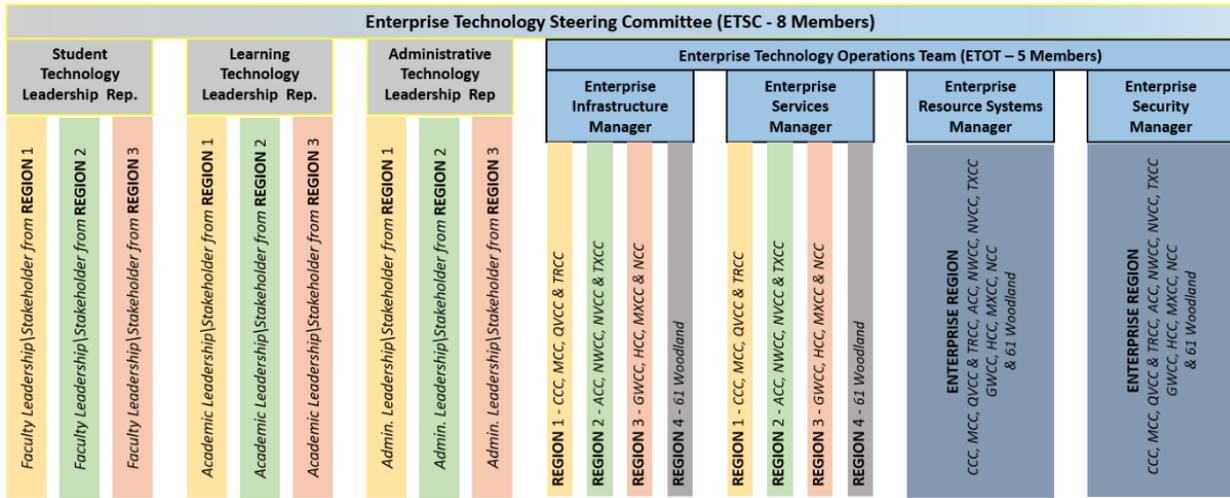
As a pre-requisite of success for the initiatives proposed in this consolidation plan, the operation of the community college IT enterprise must ensure minimal variability, less duplication of efforts, and increased service quality at lower operating cost. To achieve these goals, all IT enterprise components utilized by the community colleges need to be merged into a single operating unit and managed under a single reporting restructure.

<b>Connecticut Community College IT Enterprise Component Structure Definition</b>		
<p><u>Enterprise IT Component</u></p> <ul style="list-style-type: none"> <li>• Regional and Enterprise Support – Audio Visual Systems</li> <li>• Regional and Enterprise Support – Computers, VDI, Desktop Management, etc...</li> <li>• Enterprise Support – Help/Service Desk</li> <li>• Enterprise Support – IT Infrastructure (network, <u>voip</u>, CEN, etc...)</li> <li>• Regional and Enterprise Support - Data Center Servers</li> <li>• Regional and Enterprise Support - Project Management, Business Analyst (Admin &amp; Academic)</li> </ul> <p><b>All Tier 1[E], 2[E] &amp; 3[E] Staffing Reporting to Enterprise IT leadership</b></p>	<ul style="list-style-type: none"> <li>• Enterprise Procurement – Hardware, software, services, etc...</li> <li>• Regional and Enterprise Support – Enterprise Resource Systems &amp; Software</li> <li>• Enterprise Support Security</li> <li>• Institutional, Regional and Enterprises Support - Physical Security (cameras, doors, etc...)</li> </ul>	<p><u>Academic IT Component</u></p> <ul style="list-style-type: none"> <li>• Institutional Support - Audio Visual Components</li> <li>• Institutional Support – Desktop Support, Printers, Copiers, Fax, Scanners, etc...</li> <li>• Intutional Support – Lab support and Helpdesk presence</li> <li>• Regional Support - Academic Program Specific Hardware &amp; Software</li> <li>•</li> </ul> <p><b>All Tier 2[A] Staffing Reporting to Academic Leadership</b></p>

*Table 1 - IT Enterprise Components*

This strategy to restructure and consolidate IT enterprise components, includes a sub-set of IT enterprise components specifically for academic needs, which is referred to as Academic Technology Components (see table 1 – IT Enterprise Components). These technology components will be managed locally by institution/region academic leadership for the purposes of directing support for teaching and learning operations based on local needs. However, the components will be governed through the shared IT governance structure (see Figure 1 - Shared IT Governance Structure.)

## Connecticut Community College IT Governance Structure



*Figure 1 – Shared IT Governance Structure*

The academic technology component of the restructured IT enterprise will be standardized on common academic technology used throughout the community college enterprise system. Day to day operational activities will be directed by academic leadership, but governed through the shared IT governance structure (see Figure 1 - Shared IT Governance Structure). This strategic approach of shared IT governance will provide greater flexibility and agility towards the achievement of measures for institutional effectiveness, while leveraging system-wide academic and administrative initiatives for low cost solutions, which are consistently aligned with IT enterprise technology standards.

The enterprise technology components will be structured on standardized core technology to support administrative functions, leveraging strategic partners to ensure the availability of enterprise systems at a lower cost on a 24-hour basis. Within Finance, Financial Aid, IT, Institutional Research and student related services, the standardization of core systems, hardware, applications and work processes, eliminates costly customizations, reduces operating costs and eliminates non-standard workflows. This will allow the system to use staffing resources with greater efficiency to maintain the aforementioned applications and hardware.

Enterprise technology system components will also include the network, firewalls, LMS, ERP, email system to name a few. And while many of these components have been in place for over 5 years under the guise of ‘enterprise systems’, inefficiencies in the workflows from reporting relationship noted above, necessitate the proposed reorganization and modification of IT staff reporting relationships. As such, all IT staff (community college IT staff and system office IT staff) will be designated as IT enterprise staffing resources, but assigned to either academic IT support or enterprise IT support.

## IT Staffing

For academic IT support, IT staff who demonstrate IT generalist key performance indicators (KPIs) will be assigned to academic IT support and report to campus/regional academic leadership, with a dotted line reporting relationship to the appropriate functional areas under the authority of the system office CIO. The number of IT staff reporting to each campus will be based on size of the campus (the system categorizes them as small, medium or large.) For example, for a small campus, there would be 2-3 generalists, 3-4 at a medium and 4-5 at a large campus.

The role of an IT generalist is to provide hands on support to the regional institutions for correcting, maintaining and operating the enterprise systems and serve in a tier 2 [A] support role (see table 2 – IT Support Levels). Academic technology support generalist will also provide the critical support, setup and operation of the academic labs, media services and desktop support directly to the local campus administrator.

IT Support Level	Function	Support methodology	Staffing needs
<b>Tier 0</b>	Self-help and user-retrieved information	Users retrieve support information from Webpages or apps, including FAQs, detailed product and technical information, blog posts, manuals, search functions, BOTs etc,..  Users also use apps to access service catalogs where they can request and receive services without involving the IT staff.	Tier 0 requires technical and marketing resources to create, maintain, and update product information.  A web and mobile team is used for Web site and app creation. <b>[Cloud service can be used vs. staff resources]</b>  Moderators are used to monitor customer forums. [if used]  Tier 1 personnel respond to requests received through email or Websites. <b>[staffed in tier 1]</b>
<b>Tier 1 [E]</b>	Basic enterprise help desk resolution and service desk delivery	Support for basic customer issues such as solving usage issues and fulfilling service desk requests that need IT involvement.  If no solution is available, tier 1 personnel escalate incidents to a higher tier.	Lower level technical personnel, trained to solve known problems and to fulfill service requests by following scripts. <b>[Develop a call center to service the entire enterprise]</b>
<b>Tier 2 [A]</b>	In-depth onsite academic technical support	IT generalist with moderate levels of experienced and knowledge effectively assess issues and provide solutions for academic problems that cannot be handed by tier 1.  If no solution is available, tier 2 [A] support escalates the incident to tier 2 [E].	Support personnel with general levels of knowledge of academic products and/or services used on their respective institution. These staff so not staff who design or create solutions to address academic needs. <b>[develop a support per-device ratio, like 100:1 as a guide to size staffing requirements]</b>
<b>Tier 2 [E]</b>	In-depth enterprise technical support	IT generalist with moderate levels of experienced and knowledge to effectively assess issues and problems related to enterprise services and systems, which cannot be handed by tier 1 or tier 2[A].  If no solution is available, tier 2[E] support escalates the incident to tier 3.	Support personnel with deep knowledge of enterprise services and systems, but not engineer/programmer level capabilities to design or create a solution. <b>[develop a regional support per-device ratio, like 500:1 as a guide to size staffing requirements. As standards are implemented the ratio will go higher]</b>
<b>Tier 3 [E]</b>	Expert product and service support	Access to the highest levels of technical resources and leadership available for problem resolution or new feature creation.  Tier 3 technicians are subject matter experts and attempt to duplicate problems and define root causes, using product designs, code, or specifications.  Once a cause is identified, tier 3 staff report findings to IT leadership for decisions, risk analysis, solution development, etc..  Final solutions are documented for use by tier 1 and tier 2 personnel.	Tier 3 subject matter experts and highly skilled product specialists, and may include the creators, chief architects, or engineers who created the product or service.  <b>[staffing would be based on functional area needs, with an emphasis on management/leadership vendor services.]</b>
<b>Tier 4</b>	Outsourced Support	Contracted service support (e.g., PMS)	Preferred vendors and business partners providing support and services for items provided by your company.

Figure 2 - IT Support Level

To achieve the operational cost reductions stated of the NEASC Substantive Change Proposal, Twenty (20) campus based IT management level positions (IT Deans, IT Directors and Assistant IT Directors) will be eliminated. In addition to IT management, campus based network managers will be reduced by nine (9). The remaining campus based IT support staff will be reassigned to the IT enterprise organizational unit and report to functional areas within the IT enterprise organizational unit under the authority of the system office CIO.

As the consolidation processes is implemented, and measures of effectiveness are realized, further reduction of enterprise IT support staff will occur, but the exact number is unknown at this time.

### *Shared IT Governance*

Because the previous IT governance process failed to adequately consider campus operations when making operational, policy, procedural or procurement decisions, IT services supporting teaching and learning processes are: a) not tied to IT enterprise initiatives; b) lack the ability to effectively to improve measures of institutional effectiveness and; c) fail to strategically manage scarce resources. As such, academic IT support will be governed under the new shared IT governance structure in Figure 1 - IT Shared Governance.

Under this new shared IT governance structure several new committees/teams have been establish to increase academic participation in the decision-making process and clean up lines of communications.

The Connecticut Community College Council for Information Technology Leadership CCC CITL, was designed to interpret current and future functional needs of all colleges, and translate them into technology proposal for submission to the CCC Infrastructure CIO Steering Committee CCC-ICSC. The CCC-ICSC is responsible for governing the enterprise-wide information technology policy, procedures and operations.

The new shared IT governance will consolidate these two (2) committees into a single Enterprise Technology Steering Committee (ETSC.) The membership of ETSC will be amended to include Student, Academic and Administrative Information Technology Leadership from Community College Institutions (see Figure 1 – Shared IT Governance Structure)

<p style="text-align: center;"><b>ETSC</b> Enterprise Technology Steering Committee</p> <p><i>Replaces CITL and ITPC, and is now operating as the CCC-ICSC CIO Steering Committee</i></p>	<b>Purpose:</b>	Govern enterprise-wide information technology policy, procedures and operations. Develop strategies and identify opportunities to leverage systems to achieve the goals of institutional missions
	<b>Membership:</b>	Academic and Administrative Information Technology Leadership from Community College Institutions, CSCU CIO, CSCU Infrastructure, CSCU Service, CSCU Resource Systems and CSCU Security Managers
	<b>Meeting Frequency:</b>	Monthly

In addition to the ETSC committee, the new governance structure will establish an Enterprise Technology Operations Team (ETOT), Enterprise Technology Solutions Team (ETST), Enterprise Technology Standards Management Team (ETSMT) and Enterprise Technology Execution Team (ETET).

### Connecticut Community College IT Governance Structure



<p style="text-align: center;"><b>ETOT</b> Enterprise Technology Operations Team</p> <p><i>Replaces Connecticut Community College CIO Operations Team (CCC-COT)</i></p>	<b>Purpose:</b>	Manage enterprise-wide operations for all information technology systems constituting the Connecticut Community College enterprise
	<b>Membership:</b>	CSCU CIO, CSCU Infrastructure, CSCU Service, CSCU Resource Systems and CSCU Security Managers
	<b>Meeting Frequency:</b>	Weekly

<p style="text-align: center;"><b>ETST</b> Enterprise Technology Solution Team</p> <p><i>Replaces CCC-IST Enterprise Infrastructure Solution Team</i></p>	<b>Purpose:</b>	Sub-group of ETOT for the focused development of develop enterprise-wide information technology solutions and implementation plans
	<b>Membership:</b>	One IT Staff member from each region, CSCU Service and Security managers, Appointed subject matter experts (internal and external), and a team facilitator
	<b>Meeting Frequency:</b>	Weekly

<p style="text-align: center;"><b>ETSMT</b> Enterprise Technology Standards Management Team</p> <p><i>Replaces CSU-SMT Standards Management Team</i></p>	<b>Purpose:</b>	Sub-group of ETOT for the development, updating and maintain enterprise-wide information technology standards
	<b>Membership:</b>	CSCU Technical Writers and functional area subject matter experts
	<b>Meeting Frequency:</b>	As-Needed

<p style="text-align: center;"><b>ETET</b> Enterprise Technology Execution Team</p> <p><i>Established as needed</i></p>	<b>Purpose:</b>	Sub-group of ETOT for the purposes of managing the execution and implementation of infrastructure solutions throughout the enterprise.
	<b>Membership:</b>	Project based membership based-on scope of solution and institutions impacted, including solution stakeholders and member(s) of ETOT
	<b>Meeting Frequency:</b>	As-Needed

To support the academic initiatives for teaching and learning, the governance structure will utilize the support and guidance of the student, academic and administrative leadership representing each region (see Figure 3 - Academic Technology Shared Governance.)

## Student, Academic & Administrative Technology Leadership Structure

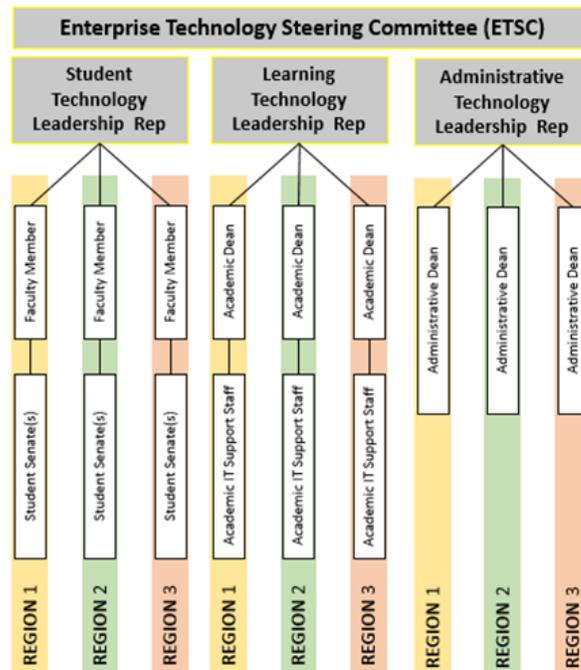


Figure 3 - Academic Technology Shared Governance

The Enterprise Technology Steering Committee (ETSC) will provide a means for students, faculty and staff to contribute in the decision-making process of the ETSC. This critical to the efficacy of technical solutions supporting institutional effectiveness. More importantly, this will establish a direct communications channel to enterprise operations and ensure critical academic requirements are sustained through solution integration and support throughout the enterprise.

For student, academic and administrative technology leadership groups, the following structure is recommended:

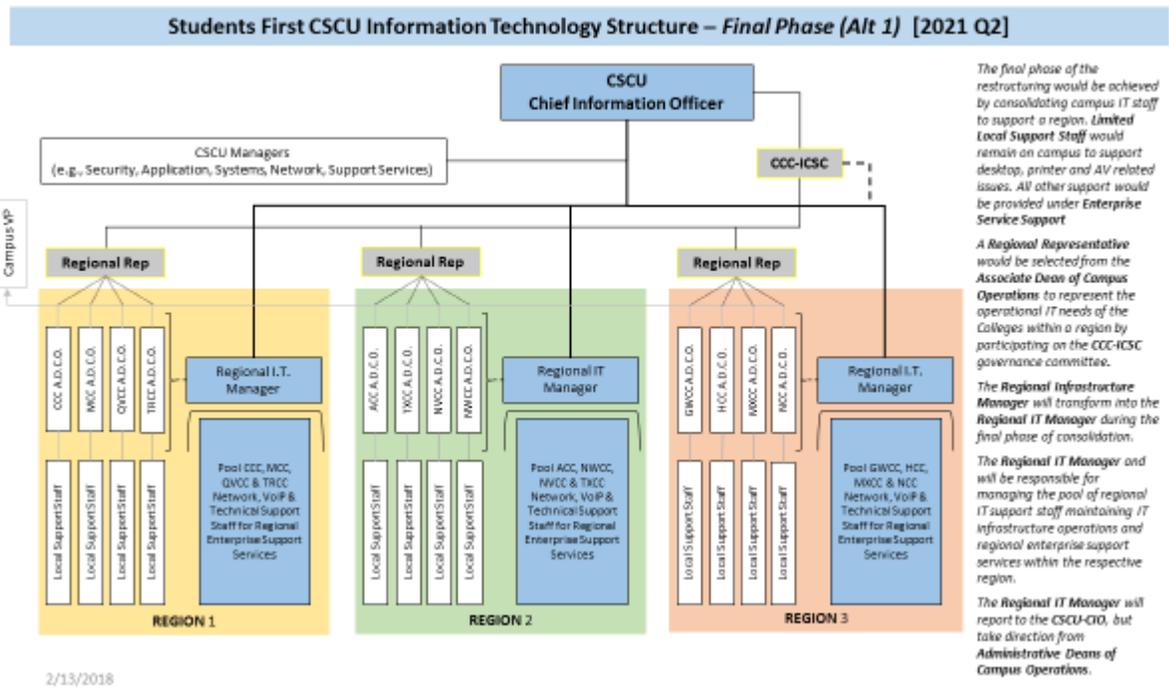
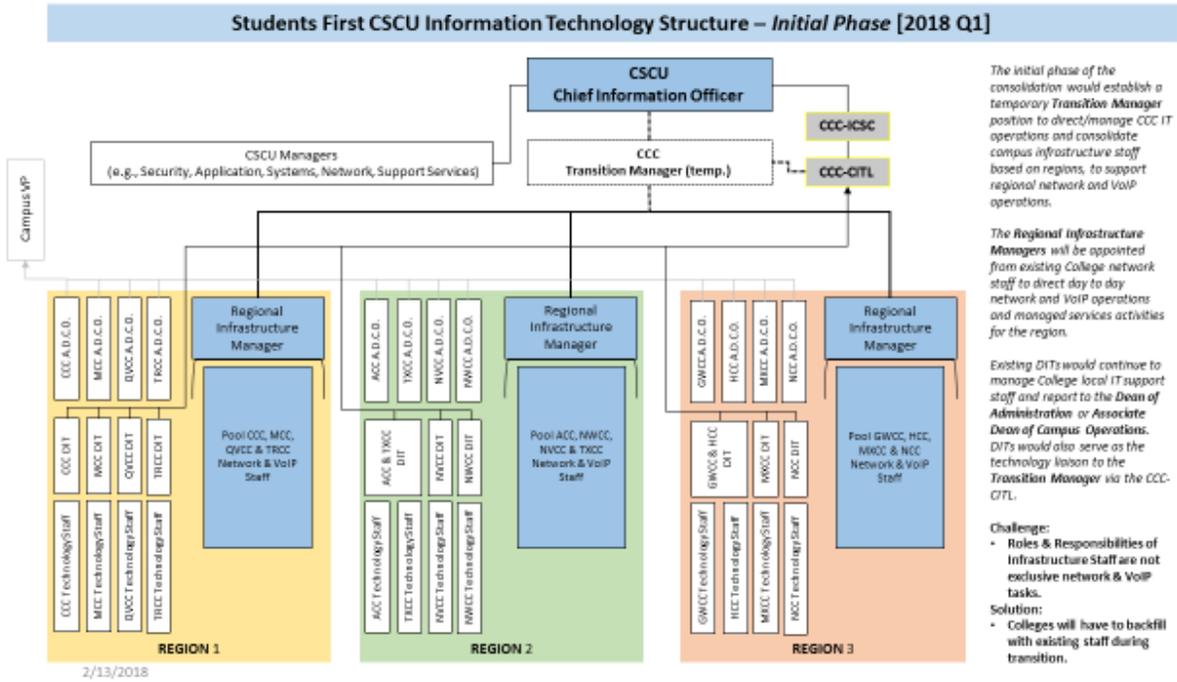
<p style="text-align: center;"><b>STL</b> Connecticut Community College Student Technology Leadership Group</p> <p><i>Replaces Student Technology Advisory Committee</i></p>	<b>Purpose:</b>	Participate in ETSC meetings to identify and advocate student needs of each region for the purposes of steering information technology strategy and decisions for the benefit of student services from regional institutions.
	<b>Membership:</b>	Three (3) members representing faculty leadership/stakeholder positions from each region
	<b>Meetings</b>	One (1) delegate from this group will participate on ETSC to represent Student Technology needs

<p style="text-align: center;"><b>LTL</b> Connecticut Community College Learning Technology Leadership Group</p> <p><i>Replaces Faculty Technology Advisory Committee</i></p>	<b>Purpose:</b>	Participate in ETSC meetings to identify and advocate academic needs of each region for the purposes of steering information technology strategy and decisions for the benefit of academic programs.
	<b>Membership:</b>	Three (3) members representing executive academic leadership /stakeholder positions from each region
	<b>Meetings</b>	One (1) delegate from this group will participate on ETSC to represent Learning Technology needs

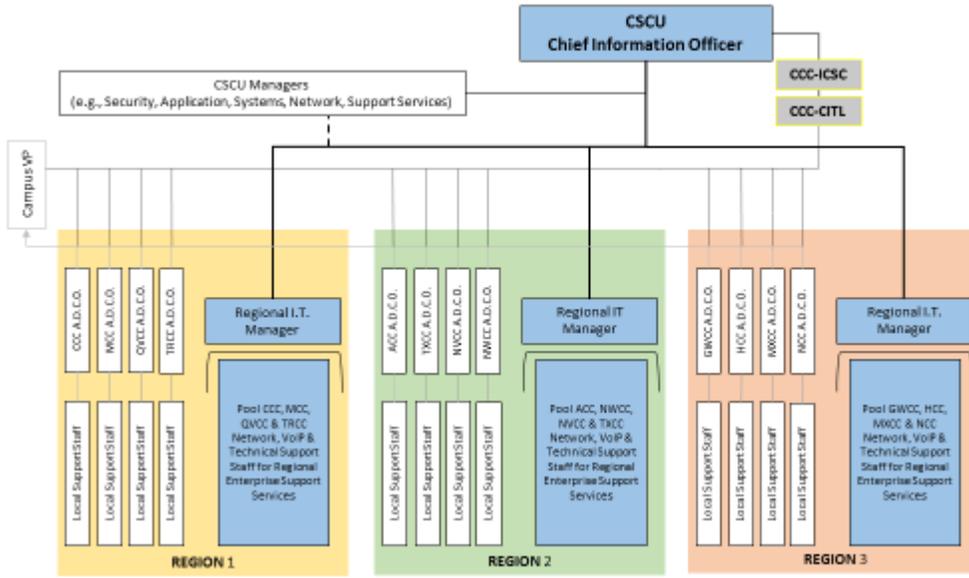
<p style="text-align: center;"><b>ATL</b> Connecticut Community College – Administrative Technology Leadership Group</p>	<b>Purpose:</b>	Participate in ETSC meetings to identify and advocate administrative needs of each region for the purposes of steering information technology strategy and decisions for the benefit of operational needs of regional institutions.
	<b>Membership:</b>	Three (3) members representing executive administrative leadership /stakeholder positions from each region
	<b>Meetings</b>	One (1) delegate from this group will participate on ETSC to represent Administrative needs

The system has moved in this direction over the last year and can provide the commission with agenda's and meeting minutes to demonstrate the migration to a more academic focused IT governance structure.

For a broader look at how the new college governance structure fits into the CSCU system governance structure, please see the following initial and final structures.



Students First CSU Information Technology Structure – Final Phase (Alt 2) [2021 Q2]



The final phase of the restructuring would be achieved by consolidating campus IT staff to support a region. **Limited Local Support Staff** would remain on campus to support desktop, printer and AV related issues. All other support would be provided under **Enterprise Service Support**.

The **Associate Dean of Campus Operations** would represent the operational IT needs of the Colleges within a region through the **CCC-CITL** & **CCC-ICSC** governance committees

The **Regional Infrastructure Manager** will transform into the **Regional IT Manager** during the final phase of consolidation.

The **Regional IT Manager** will be responsible for managing the pool of regional IT support staff maintaining IT infrastructure operations and regional enterprise support services within the respective region.

The **Regional IT Manager** will report to the **CSCU-CAO**, but take direction from **CSCU Managers**.

2/13/2018



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Jane McBride Gates  
*Provost and Senior Vice President*

November 17, 2017

Good morning,

On behalf of President Ojakian, I am writing to request your participation in the next phase of the community college consolidation planning and implementation.

Under the leadership of President Michael Rooke, the college presidents and a subcommittee of presidents and deans responsible for academics, administration and student affairs convened to consider options for the consolidation called for by the Board of Regents. A model of the Connecticut Community College management structure was presented to the Board of Regents on October 19, 2017.

The next phase of Students First requires the development of a plan in detail of how we expect to bring into alignment twelve campuses into a single accredited community college with clear, consistent practices, policies and procedures that provide a seamless transition for students while maintaining the uniqueness, identity and community connections of each campus. An initial action for the committee is to develop the mission statement for the one community college.

The charge:

The Students First: Academic and Student Affairs Consolidation Committee is charged with the responsibility to work out the details associated with the one community college consolidation related to academic and student affairs on the twelve community colleges. Specifically, the committee will provide guidance on the alignment of academic programs (shared and differentiated), assessment, policies, procedures, institutional data, websites, catalogs and other relevant issues to campus constituents.

The invited committee members include:

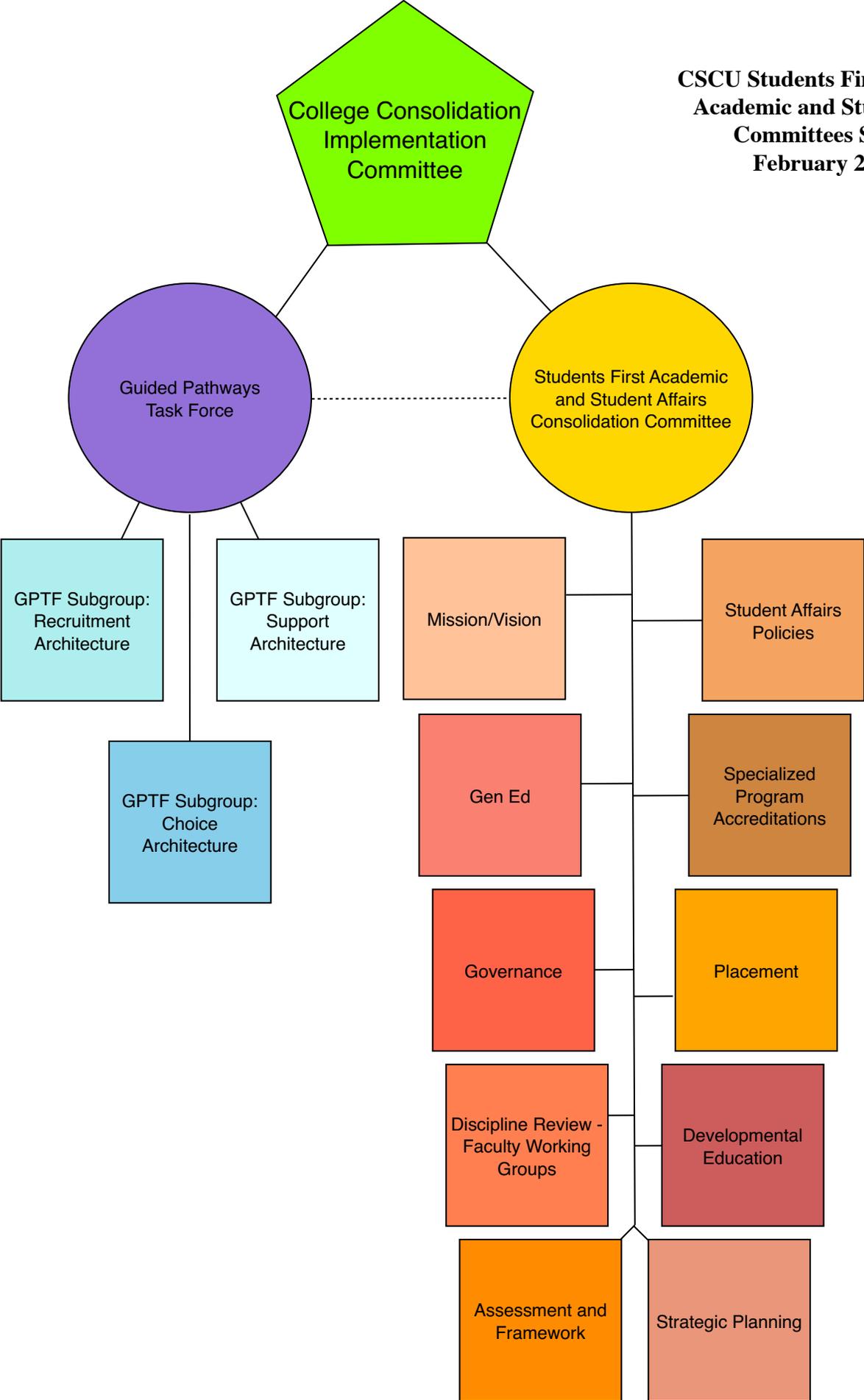
Pat Bouffard (NWCC), Co-Chair  
Michael Stefanowicz (ACC), Co-Chair  
Del Cummings, FAC (NVCC)  
Robert Brown, FAC (TxCC)  
Judy Wallace, FAC (MXCC)  
Lynn Roller, FAC (GCC)  
T.J. Barber, FAC (MCC)  
Hector Navarro (SAC)  
Holly Palmer (SAC)  
Greg DeSantis (SO)  
Ken Klucznik (SO-TAP)  
Candace Barrington (SO-TAP)  
Doris Arrington, Dean of Student Affairs (CCC)  
Duncan Harris, Dean of Student Affairs (MCC)  
Frederick Douglass Knowles (TRCC)  
Teresa Foley (ACC)

**APPENDIX I:**

**MASTER LIST OF COMMUNITY COLLEGE CONSOLIDATION COMMITTEES**

**Overall Consolidation Committee Structure** (insert graphic)

**CSCU Students First Phase Two:  
Academic and Student Affairs  
Committees Structure  
February 23, 2018**



**College Consolidation Implementation Committee (CCIC)**

The committee is charged with reviewing and responding to the recommendations from the Students First Academic and Students Affairs Consolidation Committee and the Guided Pathways Task Force. Recommendations from the CCIC will be forwarded to the President of the System. Those plans that require BOR approval will be forwarded to the appropriate BOR committee.

Committee members include:

David Levinson, President, NCC, Co-Chair  
Hector Navarro, SAC, President, Co-Chair  
Paul Broadie, President, HCC and GCC  
Daisy DeFillipis, President, NVCC  
Mary Ellen Jukoski, President, TRCC  
Steve Minkler, Lead Campus Administrator, MxCC  
Delwyn Cummings, Co-Chair, FAC  
Duncan Harris, Dean of Student Affairs, MCC  
Greg DeSantis, Interim Director Student Success Center, SO  
Mike Stefanowicz, Co-Chair, SF ASACC, SO  
Pat Bouffard, Co-Chair, SF ASACC, SO  
Ken Klucznik, Co-Chair, TAP, SO  
Jane Gates, Provost, SO

### **Students First Academic and Student Affairs Consolidation Committee**

The Students First: Academic and Student Affairs Consolidation Committee is charged with the responsibility to work out the details associated with the one community college consolidation related to academic and student affairs on the twelve community colleges. Specifically, the committee will provide guidance on the alignment of academic programs (shared and differentiated), assessment, policies, procedures, institutional data, websites, catalogs and other relevant issues to campus constituents. (Note: 12 elected faculty members, 1 per campus, will be added in March 2018.)

### **ASA Consolidation Committee Workgroups (Proposed; to be finalized at 3/2 meeting)**

- Mission/Vision - (entire committee)
- General Education – subcommittee to work with the TAP Framework Implementation Review Committee (FIRC) on a Framework 21/24 Gen Ed core
- Governance – subcommittee to work with the Faculty Advisory Committee (FAC) on shared governance, college senate, curriculum
- Discipline Review Faculty working groups - review program consolidation, course prerequisites
- Assessment – General Education Framework , Course, Program Outcomes - work with FIRC on Framework 30 assessment
- Strategic Planning
- Developmental Education – work with PA 12-40 Steering Committee, Connecticut Coalition of English Teachers (CCET), Math Issues, Math Pathways
- Placement / Guided Pathways Recruitment
- Specialized Program Accreditations- work with Academic Council, System Office, Accrediting Bodies
- Student Affairs Policies

Work will begin with the General Education, Governance, and a number of Faculty Discipline Review Committees for spring 2018. A common General Education core will be developed by May, 2018 for review by colleges by the beginning of the fall 2018 semester. The committee will establish a schedule for consolidation of programs, beginning with the College of Technology program, Nursing, Transfer Articulation Programs, and AAS degree programs. Existing Transfer Articulation Program (TAP) disciplinary workgroups, such as Computer Science can begin to discuss program consolidation as meetings occur to update and revise TAP programs.

ASA Consolidation Committee Members

<b>First Name</b>	<b>Last Name</b>	<b>Organization/Role</b>
Doris	Arrington	CCC- DOS
Robin	Avant	HCC- Interim AD
T.J.	Barber	MCC- Student Act.
Gayle	Barrett	MXCC Register - GP Task Force
Candace	Barrington	SO-TAP
Susan	Barzottini	MCC- Faculty
Pat	Bouffard	SO - Co-Chair
Vicki	Bozzuto	GCC- Workforce Dev.& Cont. Edu. GP Task Force
Robert	Brown	FAC & TXCC
Michael	Buccilli	GCC Dir Advising /Counseling, GP Task Force
Del	Cummings	FAC & NVCC Faculty
Gennaro	DeAngelis	ACC - Enrollment Mgmt.
Greg	DeSantis	SO- Dir Student Success
Teresa	Foley	ACC-Faculty, Math Issues
James	Gentile	MCC Faculty- CCET
Sharon	Gusky	NWCCC - C <sub>3</sub> BIOS
Duncan	Harris	MCC-DOS
Ken	Klucznik	SO-TAP
Frederick-Douglass	Knowles	TRCC-Faculty
Riaz	Lalani	NCC-Faculty

Juan	Leal	SAC- Student
Maribel	Lopez	GCC - Registrar
Steve	McDowell	SO - Enrollment Mgmt.
Nancy	Melnicsak	SO- Banner Student Team
Alese	Mulvihill	HCC Assoc. Dean Student Success
Hector	Navarro	SAC- Student
Lindsey	Norton	HCC Advisor, GP Task Force
James	Patterson	NWCCC Library
Eileen	Peltier	ACC & TXCC - Workforce Dev.& Cont. Edu.
Ron	Picard	NVCC - Assessment Council
Eileen	Rhodes	CCC- Library
Lynn	Roller	FAC & GCC Faculty
Francine	Rosselli-Navarra	MCC Faculty, GP Task Force
Sheila	Solernou	GCC- Program Dir Nursing
Michael	Stefanowicz	SO - Co-Chair
Kristina	Testa-Buzzee	NCC- Dean Ext Studies
Judy	Wallace	FAC & MXCC Faculty
Alfred	Williams	QVCC DOA &AD
Karen	Wosczyzna Birch	SO – College of Technology
Heidi	Zenie	TRCC Faculty GP Task Force

### **Guided Pathways Task Force and Subgroups**

Phase Two of CSCU Students First includes the formation of three subgroups of the CSCU Student Success Center's Guided Pathways Task Force (GPTF), focused on the following three content areas for the community college consolidation:

- GPTF Choice Architecture Subgroup
- GPTF Support Architecture Subgroup
- GPTF Recruitment Architecture Subgroup

The subgroups will be composed primarily of faculty, staff, and administrators from the CSCU community college campuses. Individuals from the CSCU system office, Charter Oak State College, and the State Universities will also be included. The focus will be ensuring diverse representation on the subgroups from individuals who often work with students from the community colleges, so that those voices may enrich the community college guided pathways discussion.

The subgroups will be charged with making recommendations about a variety of items related to guided pathways as the single community college institution is being formed. Recommendations made by the GPTF subgroups will be received by the GPTF as well as the Students First Community College Steering Committee.

The subgroups will work in concert with the Students First Academic and Student Affairs Consolidation Committee and the Framework Implementation Review Committee when forming recommendations.

All three subgroups are collectively charged with making recommendations regarding:

- Supporting culture change
- The student experience
- Onboarding and admission
- Updating communication methods with students
- What is the list of “need to know” things for all faculty and staff – the student questions that everyone can answer
- Student-facing data dashboard
- System key performance indicators (KPI)

The Choice Architecture Subgroup is charged with making recommendations regarding:

- Meta majors
- Further development of academic communities within meta majors
- Program mapping and course sequencing
- Individual student academic plans

- Campus schedule planning to ensure courses are available
- Block scheduling
- 15 to finish
- First year experience (FYE) [With Support Architecture]
- Student persistence support [With Support Architecture]
- Keeping students on plan [With Support Architecture]
- Gatekeeper courses
- Transfer and workforce pathways [With Recruitment Architecture]
- Stackable credentials
- Transfer-level math and English
- Developmental education
- Cross-program structure
- Teaching and learning under guided pathways

The Support Architecture Subgroup is charged with making recommendations regarding:

- Holistic student supports including:
  - Advising model and requirements
  - Entry advising
  - New student orientation
  - Progress monitoring and early alert as well as related predictive analytics; using data to improve student success
  - Early intervention
  - Coaching
  - Contact and “nudge” plans
  - Financial aid and financial planning support
  - Streamlined transcript processes
  - Wraparound services
- Student persistence support [With Choice Architecture]
- Keeping students on plan [With Choice Architecture]
- First year experience (FYE) [With Choice Architecture]
- Peer to peer engagement
- Career or interest exploration, assessment, and planning
- Developing student feedback process

The Recruitment Architecture Subgroup is charged with making recommendations regarding:

- Ensuring standard streamlined enrollment experience
- Recruiting and enrollment management

- K-12 and employer connections
- Transfer and workforce pathways [With Choice Architecture]
- Community connections
- Noncredit to credit connections
- Early college and dual enrollment opportunities

Guided Pathways Task Force and Subgroup Membership

(Insert two spreadsheets of members here)

<b>First</b>	<b>Last</b>	<b>Campus/Organization</b>	<b>Title</b>
Greg	DeSantis (CHAIR)	System Office	Interim Exec. Director of Student Success & Academic Initiatives
Gayle	Barrett	MxCC/System Office	Guided Pathways Manager
Kerry	Beckford	Tunxis	Professor of English
Caitlin	Boger-Hawkins	Northwestern CT	Director of Planning, Research, and Institutional Effectiveness
Patricia	Bouffard	System Office	Students First Academic Program Director
Vicki	Bozzuto	GCC/System Office	Guided Pathways Manager
Michael	Buccilli	GCC/System Office	Guided Pathways Manager
Saulo	Colon	HCC	Asst. Professor of Sociology
Kevin	Corcoran	CTDLC	Executive Director
Tamika	Davis	TXCC/System Office	Guided Pathways Manager
Ken	Klucznik	System Office	Transfer & Articulation Co-Manager
Maribel	Lopez	GCC	Registrar
Lesley	Mara	System Office	Director of Workforce Development, Strategic Partnerships & Sponsored Programs
Steve	McDowell	System Office	Director of Financial Aid Services
Calvin	McFadden	Norwalk	Dean of Students
Lindsey	Norton	System Office	Interim Asst. Director of Student Success & Academic Initiatives
Francine	Rosselli-Navarra	MCC/System Office	Guided Pathways Manager
Michael	Stefanowicz	System Office	Interim Assoc. Vice President, Academic & Student Affairs
Sydney	Voghel-Ochs	NVCC	Director of Marketing & Public Relations
Heidi	Zenie	TRCC/System Office	Guided Pathways Manager

<b>Email</b>	<b>Phone</b>
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<a href="mailto:mcdowells@ct.edu">mcdowells@ct.edu</a>	860.723.0622
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<a href="mailto:MStefanowicz@commnet.edu">MStefanowicz@commnet.edu</a>	860.723.0162
<a href="mailto:svoghel-ochs@nvcc.edu">svoghel-ochs@nvcc.edu</a>	203.575.8297
<a href="mailto:hzenie@threerivers.edu">hzenie@threerivers.edu</a>	860.723.0169

## GUIDED PATHWAYS SUBGROUP MEMBERSHIP

### CHOICE A

First	Last	Campus/Organization
Fran	Rosselli-Navarra (CHAIR)	MCC/System Office
Heidi	Zenie (CHAIR)	TRCC/System Office
Shirley	Adams	Charter Oak
Kevin	Bechard	Manchester
Sara	Brinckerhoff	Middlesex
Jeff	Buskey	Eastern
Jodi	Calvert	Three Rivers
Joe	DeFeo	Naugatuck Valley
Amy	Feest	Tunxis
David	Ferreira	Northwestern CT
Teresa	Foley	Asnuntuck
Andre	Freeman	Capital
Dan	Fuller	Gateway
Forrest	Helvie	Norwalk
Debbie	Herman	Manchester
Maryellen	Jukowski	Three Rivers
Amy	Kacerik	Quinebaug Valley
Bev	King	Northwestern CT
Laura	McCarthy	Northwestern CT
Chris	Paulin	Manchester
Ron	Picard	Naugatuck Valley
Christine	Ruggiero	Middlesex
Sarah	Selke	Three Rivers
Amanda	Sweeney	Gateway
Sally	Terrell	Tunxis
Nora	Uricchio	Manchester

#### Ex-Officio Members

Perry	Phyllis	System Office (Ex-Officio)
Jama	Yusuf	System Office (Ex-Officio)
Oscar	Rivera	System Office (Ex-Officio)

### RECRUITMENT

First	Last	Campus/Organization
-------	------	---------------------

Vicki	Buzzuto (CHAIR)	GCC/System Office
Tamika	Davis (CHAIR)	TXCC/System Office
Steve	McDowell (CHAIR)	System Office
Jennifer	Anilowski	Asnuntuck
Diane	Bordonaro	Middlesex
Kevin	Corcoran	CTDLC
Gennaro	DeAngelis	Asnuntuck
Rose	Ellis	Housatonic
Myrna	Garcia-Bowen	Central
Gregg	Gorneault	Capital
Duncan	Harris	Manchester
Peter	Harris	Manchester
Sarah	Hendrick	Quinebaug Valley
Jim	Lombella	Asnuntuck
Maribel	Lopez	Gateway
Lesley	Mara	System Office
Steve	Marcelynas	Southern
Darryl	Reome	Northwestern CT
Rebecca	Rodriguez	Housatonic
Antonio	Santiago	Naugatuck Valley
Kathryn	Senie	Norwalk
Linda	Stango	Naugatuck Valley
Marjorie	Valentin	Three Rivers
Sydney	Voghel-Ochs	Naugatuck Valley
Sarah	White	System Office
Susan	Winn	Tunxis

**Ex-Officio Members**

William	Gammell	System Office (Ex-Officio)
Jama	Yusuf	System Office (Ex-Officio)
Michael	Kozlowski	System Office (Ex-Officio)
Nancy	Melnicsak	System Office (Ex-Officio)

**SUPPORT A**

<b>First</b>	<b>Last</b>	<b>Campus/Organization</b>
Gayle	Barrett (CHAIR)	MxCC/System Office
Michael	Buccilli (CHAIR)	GCC/System Office

Kerry	Beckford	Tunxis
Caitlin	Boger-Hawkins	Northwestern CT
Paul	Broadie	Housatonic
Kellie	Byrd-Danso	Gateway
Diane	Clokey	Asnuntuck
Jonah	Cohen	Gateway
Jennifer	Cournoyer	Quinebaug Valley
Sarah	Gager	Naugatuck Valley
Keith	Gauvin	WCSU
Heath	Hightower	Quinebaug Valley
Bob	Kozlowski	Quinebaug Valley
Christine	Languth	Three Rivers
Margaret	Malaspina	Capital
Judy	Mazgulski	Middlesex
Calvin	McFadden	Norwalk
Alese	Mulvihill	Housatonic
Joseph	Navarra	Manchester
Josiah	Ricardo	Capital
Jill	Rushbrook	Asnuntuck
Jason	Scappaticci	Manchester
Tim	St. James	Asnuntuck
Kathy	Taylor	Naugatuck Valley
Pam	Williams	Three Rivers
Debra	Zavatkay	Northwestern CT

**Ex-Officio Members**

JD	Mathewson	System Office (Ex-Officio)
Jama	Yusuf	System Office (Ex-Officio)
Brenda	Zanta	System Office (Ex-Officio)

**RCHITECTURE SUBGROUP**

Title
Guided Pathways Manager
Guided Pathways Manager
Provost
Department Chair; Business
Academic Division Director of the School of Allied Health, Business, and STEM
Associate Director of Admissions
Director of Learning Initiatives
Program Director, Science, Technology, Engineering, and Mathematics
Associate Professor of Marketing, Program Coordinator Business Administration
Dean of Academic & Student Affairs
Professor of Mathematics, Department Chair of Liberal Arts
Professor of Mathematics, Department Chair Science and Mathematics
Automotive Coordinator
FYE Director , Department Chair
Director of Library and Educational Technology
President
Director of Student Services & Registrar
Director of Education Technology
Director of Academic Success Center
Professor of History (former Division Director, Social Sciences/Culinary & Hospitality)
Assocaite Dean of Academic Affairs
Professor of English
Professor of Biology
Professor, Mathematics
Professor of English
Associate Professor, Radiologic Science

BANNER Support Specialist
Sr. Information Systems Development Manager
Sr. Programmer/Analyst

**T ARCHITECTURE SUBGROUP**

Title
-------

Guided Pathways Manager
Guided Pathways Manager
Director of Financial Aid Services
Director of Admissions
Director of Non-Credit Programs
Executive Director
Dean of Administration
Dean of Administration
Director, Office of Transfer & Academic Articulations
Director of Admissions
Dean of Student Affairs
Director of Enrollment Management
Associate Director of Admissions
President
Registrar
Interim Director of Workforce
Assistant Director of Academic and Career Advising
Associate Dean, Student Affairs & Enrollment
Counselor/ Former Admission
Dean of Danbury Campus
Director of Grants & Strategic Planning
Director of Workforce Transition and Outreach
Associate Dean of Continuing Education/Community Service
Director of Marketing
Nursing Admissions Specialist
Registrar

Director of Policy, Research and Strategic Planning
Sr. Information Systems Development Manager
Director of Strategic Initiatives
Director of Student/Academic Information Systems

**ARCHITECTURE SUBGROUP**

Title
Guided Pathways Manager
Guided Pathways Manager

Professor of English
Dir. of Planning, Research, and Institutional Effectiveness
President
Director of Student Engagement
Registrar
Professor of Human Services
Director of Library Services
Dean of Student Services
Registrar
Coor. of Human Services/Social Work Studies
Director of Advising and Retention
Acting Director of Student Success
Director of Financial Aid
Retention Specialist
Dean of Students
Associate Dean of Student Success
Coordinator of Disability Services
Professor of Sociology
Director of Advising
Coor. of First Year & New Student Programs
Interim Dean of Students
Associate Professor
Research Librarian
Registrar

Senior Research Associate
Sr. Information Systems Development Manager
Student/Academic Information Support Specialist

### **TAP Framework Implementation and Review Committee (FIRC)**

The TAP Framework Implementation and Review Committee has primary responsibility to oversee the TAP general education framework (Framework30), to monitor how the major pathways (Pathway30) are integrated with the Framework30, to review learning outcomes assessment data about general education outcomes provided by campuses, and to make advisory recommendations for adjustments to the TAP Framework. The FIRC shall serve as a clearinghouse for information and clarification of TAP programming. A subcommittee shall provide dispute resolution for student appeals.

Charge:

- Review campus implementation of TAP's Framework30 and report findings to TAP Program Co-Managers.
- Receive regular reports from TAP Program Co-Managers about Work Group progress.
- Advise the TAP Coordinating Council and the TAP Pathway Work Groups through the TAP Program Co-Managers.
- Review layout, structure, and effectiveness of TAP templates for pathways; make recommendations to TAP Program Co-Managers for adjustment as necessary.
- Ensure Framework30 is consistently applied across all campuses.
- Review Pathway templates generated by Work Groups for consistency with TAP Framework30 and CSU and Charter Oak programs (University60). When necessary, FIRC will recommend strategies for ensuring Pathways can be approved by all stakeholders and communicate changes via the Program Co-Managers where changes are needed.
- Make recommendations to the Coordinating Council via the TAP Program Co-Managers for major changes to TAP Framework.
- Review and grant exceptions for inclusion of the entire TAP Framework in a pathway, upon the request of disciplinary Pathway Work Groups.
- Complete learning outcome rubric models and suggest ongoing quality improvement of rubrics.
- Facilitate periodic review of the Framework30 learning outcomes.
- Make recommendations about assessment expectations, including when assessment should occur (e.g. should 4-year institutions assess students following completion of 60 credits?); review assessment results.
- Establish a subcommittee to adjudicate student issues unresolved at the campus level.
- Meet monthly, except in June, July, August and January.
- Each FIRC member acts as a liaison with home campus Chief Academic Officers.
- Communicate following each meeting the outcomes of all deliberations to the
  - TAP Coordinating Council,
  - TAP Pathway Work Groups, and
  - TAP Program Co-Managers

FIRC Membership

Asnuntuck CC	Elle	Van Dermark	<a href="mailto:LVanDermark@asnuntuck.edu">LVanDermark@asnuntuck.edu</a>	Associate Professor of History
Capital CC	Becky	DeVito	<a href="mailto:bdevito@capitalcc.edu">bdevito@capitalcc.edu</a>	Professor, Psychology
Gateway CC	Lauren	Doninger	<a href="mailto:ldoninger@gatewayct.edu">ldoninger@gatewayct.edu</a>	Professor of Psychology
Housatonic CC	Elizabeth h	Steeves	<a href="mailto:esteeves@hcc.commnet.edu">esteeves@hcc.commnet.edu</a>	Professor of Chemistry
Manchester CC	Nicole	Esposito	<a href="mailto:nesposito@mcc.commnet.edu">nesposito@mcc.commnet.edu</a>	Associate Professor and Program Coordinator of the Disability Specialist program.
Middlesex CC	Patricia	Raymond	<a href="mailto:praymond@mxcc.edu">praymond@mxcc.edu</a>	Professor/Business Administration & Marketing
Naugatuck Valley CC	Jason	Seabury	<a href="mailto:JSeabury@nvcc.commnet.edu">JSeabury@nvcc.commnet.edu</a>	Assistant Professor, Mathematics

Norwalk CC	Gabe	Adamek	<a href="mailto:GAdamek@ncc.commnet.edu">GAdamek@ncc.commnet.edu</a>	Professor/Mathematics
Northwestern CCC	Crystal	Wiggins	<a href="mailto:cwiggins@nwcc.edu">cwiggins@nwcc.edu</a>	Assistant Professor, Mathematics
Quinebaug Valley CC	Brian	Donohue-Lynch	<a href="mailto:BLynch@qvcc.commnet.edu">BLynch@qvcc.commnet.edu</a>	Professor of Anthropology and Sociology
Three Rivers CC	Sarah	Selke	<a href="mailto:sselke@trcc.commnet.edu">sselke@trcc.commnet.edu</a>	Professor of Biology
Tunxis CC	Francis	Coan	<a href="mailto:fcoan@tunxis.edu">fcoan@tunxis.edu</a>	Professor of History
<b>Four-year schools</b>				
CCSU	Mark	Jackson	<a href="mailto:jacksonmae@ccsu.edu">jacksonmae@ccsu.edu</a>	Associate Professor, Biology
ECSU	Gail	Gelburd	<a href="mailto:gelburdg@easternct.edu">gelburdg@easternct.edu</a>	Professor, Art History

SCSU	Deborah	Weiss	<a href="mailto:weissd1@southernct.edu">weissd1@southernct.edu</a>	Professor of Communication Disorders
WCSU	Patrice	Boily	<a href="mailto:BoilyP@wcsu.edu">BoilyP@wcsu.edu</a>	Professor of Biological and Environmental Sciences
CHARTER OAK	Ruth	MacDonald	<a href="mailto:rmacdonald@charteroak.edu">rmacdonald@charteroak.edu</a>	Professor of English
<b>Non-voting ex officio members - Student Services</b>				
SCSU	Steve	Marcelynas	<a href="mailto:marcelynass1@southernct.edu">marcelynass1@southernct.edu</a>	Assistant Director: Academic and Career Advising Transfer
GCC	Mike	Buccilli	<a href="mailto:Mbuccilli@gatewayct.edu">Mbuccilli@gatewayct.edu</a>	Director of Counseling & Student Success

RESOLUTION

concerning

Preliminary Quantification – Students First College Consolidation

December 14, 2017

WHEREAS, State funding of the Connecticut State Colleges and Universities has deteriorated since fiscal year 2015, and the Connecticut Community Colleges have been especially negatively affected, and

WHEREAS, The state's fiscal projections suggest that funding will not improve and is likely to deteriorate further, and

WHEREAS, Increasing tuition and fees for Community College students to balance the budget is not feasible nor desirable, and

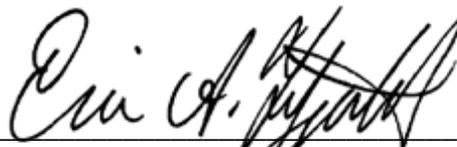
WHEREAS, Management has put forth a strategy to consolidate the twelve community colleges and create one accredited institution in order to cut costs and improve services, and therefore be it

RESOLVED, Management has developed a preliminary quantification of such consolidation which is expected to generate approximately \$28 million of annual savings, implemented over a four year period, and further

RESOLVED, That the preliminary quantification of savings and methodology employed appear to be reasonable and would support future fiscal sustainability to the extent demonstrated, and further

RESOLVED, That the Board accepts the attached preliminary quantification as an indication of due diligence.

A True Copy:



Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

# CT BOARD OF REGENTS FOR HIGHER EDUCATION

## RESOLUTION

concerning the

### Creation of the Community College of Connecticut

December 14, 2017

**WHEREAS**, the Board of Regents for Higher Education in April 2017 approved the strategic framework of one consolidated community college and directed the development of related plans; and

**WHEREAS**, pursuant to this approval of the strategic framework, the CSCU Administration and planning teams have developed a model for the one college structure and commenced communications with the accrediting authority, NEASC, to inform its planning; and

**WHEREAS**, the Finance & Infrastructure Committee of the Board has reviewed and accepted as reasonable management's preliminary quantification of savings for the one college operating model that will provide a fiscally sustainable path; and

**WHEREAS**, the Board is impelled by the planning teams' representations that the one college model has the potential to deliver more efficient, consistent and critical resources to students; and

**WHEREAS**, additional immediate and anticipated limitations or reductions to appropriated state funding require expedited action to avoid resulting double-digit tuition increases and further erosion of financial reserves. NOW, THEREFORE, BE IT

**RESOLVED**, that the Board of Regents endorses the proposed organizational structure for a singly accredited Community College of Connecticut with three regions and 12 local campuses (Attachment A) and directs CSCU administration as follows:

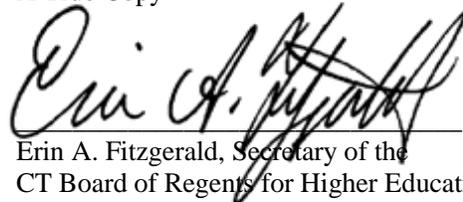
**Engage with NEASC and the Academic & Student Affairs Committee** to prepare the Executive Summary of the proposed Substantive Change document to be submitted to NEASC for the Board of Regents' review and endorsement; and

**In consultation with the Academic & Student Affairs Committee**, commence phase two of academic planning associated with the one college model through the Students First Academic and Student Affairs Consolidation Committee comprised of community college faculty, students, and staff; and

**In consultation with the Human Resources & Administration Committee**, finalize organizational charts for the new college leadership structure and positions to be integrated into current class and compensation system, keep the Committee and full Board apprised on the collective bargaining implications of the new structure, and with the committee develop a hiring process for the new college leadership structure; and

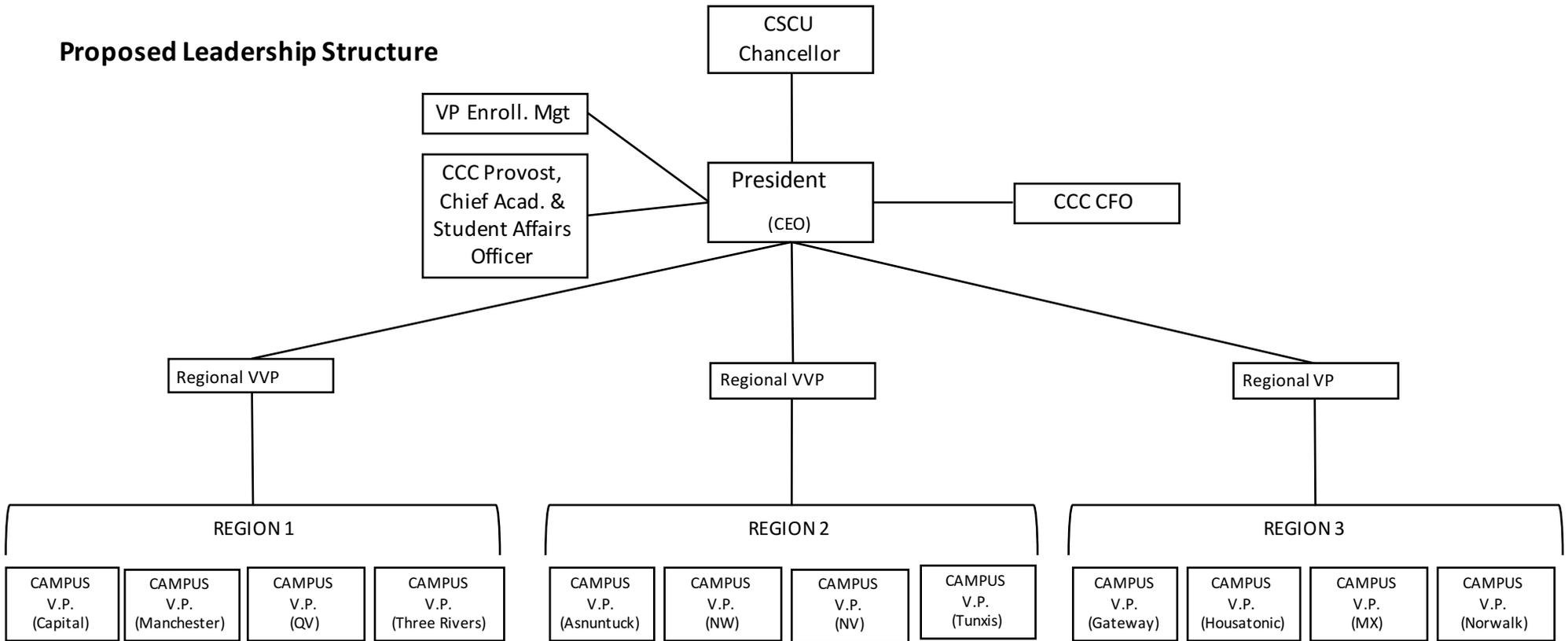
**Provide to the Finance & Infrastructure Committee** regular updates on and opportunities to review the fiscal analysis of the college consolidation and related implementation costs.

A True Copy



Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

## Proposed Leadership Structure



Community College Academic Programs by Award													
	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TRCC	TXCC	Grand Total
A.A. - ART/FINE ARTS (LIBERAL ARTS AND SCIENCES)							1						1
A.A. - ART/GRAPHIC DESIGN (LIBERAL ARTS AND SCIENCES)							1						1
A.A. - ART/STUDIO ART (LIBERAL ARTS AND SCIENCES)							1						1
A.A. - COMMUNICATION ARTS: JOURNALISM OPTION							1						1
A.A. - COMMUNICATION ARTS: MEDIA STUDIES OPTION							1						1
A.A. - COMMUNICATION ARTS: TV PRODUCTION OPTION							1						1
A.A. - CSCU PATHWAY TRANSFER DEGREE: ART STUDIES	1	1	1	1	1	1	1	1	1	1	1	1	12
A.A. - CSCU PATHWAY TRANSFER DEGREE: BIOLOGY STUDIES	1	1	1	1	1	1	1	1	1	1	1	1	12
A.A. - CSCU PATHWAY TRANSFER DEGREE: BUSINESS STUDIES	1	1	1	1	1	1	1	1	1	1	1	1	12
A.A. - CSCU PATHWAY TRANSFER DEGREE: CHEMISTRY STUDIES	1	1	1	1	1	1	1	1	1	1	1	1	12
A.A. - CSCU PATHWAY TRANSFER DEGREE: COMMUNICATION STUDIES	1	1	1	1	1	1	1	1	1	1	1	1	12
A.A. - CSCU PATHWAY TRANSFER DEGREE: COMPUTER SCI STUDIES		1	1	1	1	1		1	1	1	1		9
A.A. - CSCU PATHWAY TRANSFER DEGREE: CRIMINOLOGY STUDIES	1	1	1	1	1	1	1	1	1	1	1	1	12
A.A. - CSCU PATHWAY TRANSFER DEGREE: EARLY CTC STUDIES	1	1	1	1	1	1	1	1	1	1	1	1	12
A.A. - CSCU PATHWAY TRANSFER DEGREE: ENGLISH STUDIES	1	1	1	1	1	1	1	1	1	1	1	1	12
A.A. - CSCU PATHWAY TRANSFER DEGREE: EXERCISE SCI STUDIES			1		1		1				1		4
A.A. - CSCU PATHWAY TRANSFER DEGREE: FRENCH STUDIES				1	1	1	1	1				1	7
A.A. - CSCU PATHWAY TRANSFER DEGREE: GERMAN STUDIES							1						1
A.A. - CSCU PATHWAY TRANSFER DEGREE: HISTORY STUDIES	1	1	1	1	1	1	1	1	1	1	1	1	12
A.A. - CSCU PATHWAY TRANSFER DEGREE: ITALIAN STUDIES			1	1			1	1				1	5
A.A. - CSCU PATHWAY TRANSFER DEGREE: MATHEMATICS STUDIES	1	1	1	1	1	1	1	1	1	1	1	1	12
A.A. - CSCU PATHWAY TRANSFER DEGREE: PHYSICS STUDIES	1	1	1	1	1	1	1	1	1	1	1	1	12
A.A. - CSCU PATHWAY TRANSFER DEGREE: POLITICAL SCI STUDIES	1	1	1	1	1	1	1	1	1	1	1	1	12
A.A. - CSCU PATHWAY TRANSFER DEGREE: PSYCHOLOGY STUDIES	1	1	1	1	1	1	1	1	1	1	1	1	12
A.A. - CSCU PATHWAY TRANSFER DEGREE: SOCIAL WORK STUDIES	1	1	1	1	1	1	1	1	1	1	1	1	12
A.A. - CSCU PATHWAY TRANSFER DEGREE: SOCIOLOGY STUDIES	1	1	1	1	1	1	1	1	1	1	1	1	12
A.A. - CSCU PATHWAY TRANSFER DEGREE: SPANISH STUDIES	1	1	1	1	1	1	1	1	1	1	1	1	12
A.A. - CSCU PATHWAY TRANSFER DEGREE: THEATER STUDIES		1		1				1					3
A.A. - CSCU PATHWAY TRANSFER DEGREE: THEATRE STUDIES							1						1
A.A. - FINE ARTS							1						1

Community College Academic Programs by Award														Grand Total
	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TRCC	TXCC		
A.A. - FINE ARTS: ART OPTION				1									1	
A.A. - FINE ARTS: GRAPHIC DESIGN OPTION						1							1	
A.A. - INTERPERSONAL AND ORGANIZATIONAL COMMUNICATION					1								1	
A.A. - LAS: HUM/BEHAV & SOCIAL SCIENCE OPTION				1									1	
A.A. - LAS: JOURNALISM/COMMUNICATION OPTION				1									1	
A.A. - LAS: MATH/SCIENCE OPTION				1									1	
A.A. - LAS: PRE-ENGINEERING SCIENCE OPTION				1									1	
A.A. - LAS: PRE-ENVIRONMENTAL SCIENCE OPTION				1									1	
A.A. - LAS: THEATER ARTS					1								1	
A.A. - LIBERAL ARTS	1	1											2	
A.A. - LIBERAL ARTS & SCIENCES			1		1	1		1	1	1	1	1	8	
A.A. - LIBERAL ARTS AND SCIENCES: HONORS PROGRAM OPTION							1						1	
A.A. - LIBERAL ARTS: FINE ARTS OPTION	1												1	
A.A. - MATH / SCIENCE - CHEMISTRY OPTION								1					1	
A.A. - MATHEMATICS / SCIENCE								1					1	
A.A. - MUSIC STUDIES					1								1	
A.A. - PATHWAY TO TEACHING CAREERS				1						1	1	1	4	
A.A. - THEATER ARTS			1	1									2	
A.A. - VISUAL & PERFORMING ARTS								2					2	
A.A. - VISUAL & PERFORMING ARTS: DANCE OPTION								1					1	
A.A. - VISUAL & PERFORMING ARTS: DIGITAL DESIGN OPTION								1					1	
A.A. - VISUAL & PERFORMING ARTS: MUSIC OPTION								1					1	
A.A. - VISUAL & PERFORMING ARTS: THEATER ARTS OPTION								1					1	
A.A. - VISUAL ARTS										1			1	
A.A. - VISUAL FINE ARTS					1						1		2	
A.A. - VISUAL FINE ARTS: PHOTOGRAPHY OPTION					1								1	
A.A.S. - AUTOMOTIVE TECHNOLOGY (GM)				1									1	
A.A.S. - AUTOMOTIVE TECHNOLOGY (HONDA PACT)				1									1	
A.A.S. - COMPREHENSIVE AUTOMOTIVE REPAIR & SERVICE (CARS)				1									1	
A.A.S. - CONSTRUCTION MANAGEMENT			1										1	
A.A.S. - CONSTRUCTION TECHNOLOGY											1		1	
A.A.S. - DESIGN FOR THE WEB							1						1	

Community College Academic Programs by Award														Grand Total
	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TRCC	TXCC		
A.A.S. - DIGITAL MEDIA PRODUCTION						1							1	
A.A.S. - ENERGY MANAGEMENT												1	1	
A.A.S. - GENERAL ENGINEERING TECHNOLOGY											1		1	
A.A.S. - HOSPITALITY MANAGEMENT: CULINARY ARTS							1						1	
A.A.S. - HOSPITALITY MANAGEMENT: RESTAURANT/FOOD SERVICE MGT							1						1	
A.A.S. - HOSPITALITY MANAGEMENT:HOTEL MANAGEMENT							1						1	
A.A.S. - INTERIOR DESIGN							1						1	
A.S. - ACCOUNTING	1	1		1		1	1	1		1			7	
A.S. - ACCOUNTING & BUS ADMINISTRATION					1								1	
A.S. - ACCOUNTING: CAREER OPTION					1		1				1		3	
A.S. - ACCOUNTING: SMALL BUSINESS OPTION				1									1	
A.S. - ACCOUNTING: TRANSFER OPTION							1				1		2	
A.S. - ARCHITECTURAL ENGINEERING TECH		1											1	
A.S. - ARCHITECTURAL ENGINEERING TECHNOLOGY							1						1	
A.S. - AUTOMOTIVE TECHNICIAN								1					1	
A.S. - AUTOMOTIVE TECHNICIAN MANAGEMENT								1					1	
A.S. - AVIATION MAINTENANCE				1									1	
A.S. - AVIATION MAINTENANCE TECHNOLOGY			1										1	
A.S. - AVIATION SCIENCE								1					1	
A.S. - AVIATION SCIENCE - AVIATION MANAGEMENT								1					1	
A.S. - BANKING				1									1	
A.S. - BEHAVIORAL SCIENCE								1					1	
A.S. - BIOMEDICAL ENGINEERING TECH			1										1	
A.S. - BIOTECHNOLOGY		1				1							2	
A.S. - BOT: ADMINISTRATIVE ASST OPTION					1								1	
A.S. - BOT: EXECUTIVE ASST OPTION				1									1	
A.S. - BOT: MEDICAL ADMIN OPTION					1								1	
A.S. - BOT: WORD INFORMATION PROC OPTION				1									1	
A.S. - BOT:ADMIN ASSIT					1								1	
A.S. - BOT:ADMIN ASSIT, MEDICAL					1								1	
A.S. - BROADCAST-CINEMA						1							1	
A.S. - BUS ADM: CUSTOMER SRVC/MARKETING OPTION				1									1	

Community College Academic Programs by Award														Grand Total
	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TRCC	TXCC		
A.S. - BUS ADM: FINANCE OPTION				1										1
A.S. - BUS ADM: GENERAL OPTION				1										1
A.S. - BUS ADM: GLOBAL BUSINESS OPTION				1										1
A.S. - BUS ADM: HUMAN RESOURCE MGMT OPTION				1										1
A.S. - BUS ADM: MANAGEMENT OPTION				1										1
A.S. - BUS ADM: SMALL BUS MGMT OPTION				1										1
A.S. - BUS ADMIN: ENTREPRENUERSHIP OPTION					1									1
A.S. - BUS OFC TECH: ADMIN ASST OPTION				1										1
A.S. - BUS OFC TECH: ELECTRONIC HEALTH RECORDS & CODING OPT				1										1
A.S. - BUS OFC TECH: LEGAL ADMIN ASST OPTION				1										1
A.S. - BUS OFC TECH: MEDICAL ADMIN ASST OPTION				1										1
A.S. - BUSINESS & MANAGEMENT ADMIN										1				1
A.S. - BUSINESS & MANAGEMENT: MARKETING & SALES OPTION										1				1
A.S. - BUSINESS ADMIN: ACCT OPTION				1										1
A.S. - BUSINESS ADMINISTRATION	1		1		1	1	1				1	1	1	8
A.S. - BUSINESS ADMINISTRATION COMPUTER SCIENCE									1					1
A.S. - BUSINESS ADMINISTRATION FINANCE									1					1
A.S. - BUSINESS ADMINISTRATION MANAGEMENT OPTION				1										1
A.S. - BUSINESS ADMINISTRATION MARKETING OPTION				1										1
A.S. - BUSINESS ADMINISTRATION: BUSINESS INFO SYSTEMS OPTION											1			1
A.S. - BUSINESS ADMINISTRATION: FINANCE								1						1
A.S. - BUSINESS ADMINISTRATION: HEALTH CARE MANAGEMNT OPTION											1			1
A.S. - BUSINESS ADMINISTRATION: MANAGEMENT												1		1
A.S. - BUSINESS ADMINISTRATION: MANAGEMENT OPTION											1			1
A.S. - BUSINESS ADMINISTRATION: MARKETING													1	1
A.S. - BUSINESS MANAGEMENT									1					1
A.S. - BUSINESS OFFICE TECHNOLOGY						1							1	2
A.S. - BUSINESS OFFICE TECHNOLOGY - EXECUTIVE										1				1
A.S. - BUSINESS OFFICE TECHNOLOGY - LEGAL										1				1
A.S. - BUSINESS OFFICE TECHNOLOGY - MEDICAL										1				1
A.S. - BUSINESS OFFICE TECHNOLOGY: MEDICAL OPTION													1	1
A.S. - CIS: MOBILE APPLICATION DEVELOPER OPTION													1	1

Community College Academic Programs by Award														Grand Total
	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TRCC	TXCC		
A.S. - CIS: WEB PUBLISHING OPTION			1											1
A.S. - COMMUNICATION						1								1
A.S. - COMMUNICATION MEDIA			1											1
A.S. - COMMUNICATION: JOURNALISM OPT						1								1
A.S. - COMMUNICATIONS		1												1
A.S. - COMMUNICATIONS: BROADCASTING OPTION		1												1
A.S. - COMMUNICATIONS: JOURNALISM OPTION		1												1
A.S. - COMPUTER & INFORMATION SYSTEMS			1											1
A.S. - COMPUTER ENGINEERING TECH						1								1
A.S. - COMPUTER ENGINEERING TECHNOLOGY				1										1
A.S. - COMPUTER GAME DESIGN						1								1
A.S. - COMPUTER INFO. SYSTEMS - COMPUTER PROGRAMMING													1	1
A.S. - COMPUTER INFO. SYSTEMS: NETWORK ADMINISTRATION OPTION													1	1
A.S. - COMPUTER INFORMATION SYSTEMS					1								1	2
A.S. - COMPUTER INFORMATION SYSTEMS TECHNOLOGY									1					1
A.S. - COMPUTER INFORMATION TECHNOLOGY							1							1
A.S. - COMPUTER NETWORK TECH						1								1
A.S. - COMPUTER NETWORKING		1									1			2
A.S. - COMPUTER NETWORKING: CYBER SECURITY OPTION		1												1
A.S. - COMPUTER PROGRAMMING TECH						1								1
A.S. - COMPUTER SCIENCE				1		1		1						3
A.S. - COMPUTER SCIENCE TECHNOLOGY												2		2
A.S. - COMPUTER SCIENCE/MATH HONORS													1	1
A.S. - COMPUTER SCIENCE: DATA SECURITY SPECIALIST				1										1
A.S. - COMPUTER SCIENCE: NETWORK OPTION				1										1
A.S. - COMPUTER SECURITY								1						1
A.S. - COMPUTER SERVICES: IT SUPPORT SERVICES OPTION											1			1
A.S. - COMPUTER SERVICES:WEB DEVELOPMENT OPTION											1			1
A.S. - COMPUTER SUPPORT SPECIALIST			1											1
A.S. - COMPUTER SUPPORT SPECIALIST: HARDWARE SUPPORT OPTION			1											1
A.S. - COMPUTER SYSTEMS TECHNOLOGY										1				1
A.S. - COMPUTER TECHNOLOGY						1								1

Community College Academic Programs by Award														Grand Total
	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TRCC	TXCC		
A.S. - CONSTRUCTION MANAGEMENT			1											1
A.S. - CONSTRUCTION TECHNOLOGY							1							1
A.S. - CRIMINAL JUSTICE	1	1		1	1	1	1		1		1	1		9
A.S. - CRIMINAL JUSTICE - CORRECTIONS								1						1
A.S. - CRIMINAL JUSTICE - FORENSICS								1						1
A.S. - CRIMINAL JUSTICE - LAW ENFORCEMENT								1						1
A.S. - CRIMINAL JUSTICE - SECURITY								1						1
A.S. - CRIMINAL JUSTICE- COMPUTER CRIME DETERRENCE								1						1
A.S. - CRIMINAL JUSTICE/PUBLIC SAFETY								1						1
A.S. - CRIMINAL JUSTICE: CORRECTIONS OPTION												1		1
A.S. - CRIMINAL JUSTICE: ENFORCEMENT OPTION											1			1
A.S. - CRIMINAL JUSTICE: TREATMENT OPTION											1			1
A.S. - CULINARY ARTS					1									1
A.S. - CYBERSECURITY								1						1
A.S. - DATA SECURITY SPECIALIST			1											1
A.S. - DENTAL HYGIENE												1		1
A.S. - DIAGNOSTIC MEDICAL SONOGRAPHY			1											1
A.S. - DIGITAL ARTS TECHNOLOGY								1						1
A.S. - DIGITAL ARTS TECHNOLOGY - AUDIO/VIDEO								1						1
A.S. - DIGITAL ARTS TECHNOLOGY - GRAPHICS/ANIMATION								1						1
A.S. - DIGITAL ARTS TECHNOLOGY - MULTIMEDIA/WEB AUTHORING								1						1
A.S. - DISABIL SPEC:SPEECH-LANGUAGE PATHOLOGY ASST OPT					1									1
A.S. - DISABILITIES SPECIALIST					1									1
A.S. - DRUG & ALCOHOL RECOV COUNSELOR								1						1
A.S. - EARLY CHILDHOOD EDUC: CAREER OPTION			1											1
A.S. - EARLY CHILDHOOD EDUC: TRANSFER OPTION			1											1
A.S. - EARLY CHILDHOOD EDUCATION	1	1			1	1	1	1	1	1	1	1		10
A.S. - EARLY CHILDHOOD EDUCATION: CAREER OPTION							1							1
A.S. - EARLY CHILDHOOD EDUCATION: TRANSFER OPTION							1							1
A.S. - EARLY CHILDHOOD INCLUSIVE EDUCATION				1										1
A.S. - EARLY CHILDHOOD SPECIAL ED			1											1
A.S. - ELECTRICAL ENGINEERING TECHNOLOGY			1											1

Community College Academic Programs by Award														Grand Total
	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TRCC	TXCC		
A.S. - ELECTRICAL, LASER AND ROBOTICS ENGINEERING TECHNOLOGY												1		1
A.S. - ELECTRONIC ENGINEERING TECHNOLOGY								1						1
A.S. - ENGINEERING SCIENCE	1			1	1	1	1	1	1	1	1	1		10
A.S. - ENGINEERING SCIENCE/COLLEGE OF TECHNOLOGY			1											1
A.S. - ENGINEERING TECHNOL - COMPUTER AIDED DRAFTING/DESIGN								1						1
A.S. - ENGINEERING TECHNOLOGY								1						1
A.S. - ENGINEERING TECHNOLOGY - AUTOMATED MANUFACTURING								1						1
A.S. - ENGINEERING TECHNOLOGY - MECHANICAL								1						1
A.S. - ENTREPRENEURIAL STUDIES			1											1
A.S. - ENVIRONMENTAL ENGINEERING TECHNOLOGY											1			1
A.S. - ENVIRONMENTAL SCIENCE					1	1		1	1					4
A.S. - ENVIRONMENTAL SCIENCE TECH					1									1
A.S. - ENVIRONMENTAL SCIENCE: NATURAL RESOURCES OPT									1					1
A.S. - ENVIRONMENTAL TOXICOLOGY & SCIENCE			1											1
A.S. - EXERCISE SCIENCE							1					1		2
A.S. - EXERCISE SCIENCE & WELLNESS			1											1
A.S. - FINE ARTS/ART									1					1
A.S. - FINE ARTS: DIGITAL MEDIA OPTION									1					1
A.S. - FINE ARTS: PHOTOGRAPHY OPTION									1					1
A.S. - FIRE SCI. & EMERGENCY MED SERVICES: E M RESPONSE OPT			1											1
A.S. - FIRE SCIENCE & EMERGENCY MEDICAL SERVICE			1											1
A.S. - FIRE TECHNOLOGY & ADMIN				1										1
A.S. - FIRE TECHNOLOGY AND ADMINISTRATION									1					1
A.S. - FOODSERVICE MANAGEMENT					1			1						2
A.S. - GENERAL STUDIES	1	1	1	1	1	1	1	1	1	1	1	1		12
A.S. - GENERAL STUDIES-ALLIED HEALTH					1									1
A.S. - GENERAL STUDIES-EDUCATION					1									1
A.S. - GRAPHIC COMMUNICATION DESIGN									1					1
A.S. - GRAPHIC DESIGN				1	1		1				1	1		5
A.S. - GRAPHIC DESIGN: INTERACTIVE MEDIA OPTION												1		1
A.S. - GRAPHIC DESIGN: MULTIMEDIA OPTION				1										1
A.S. - HEALTH & EXERCISE SCIENCE					1									1

Community College Academic Programs by Award														Grand Total
	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TRCC	TXCC		
A.S. - HEALTH INFORMATION MANAGEMENT		1				1			1					3
A.S. - HEALTH INFORMATION MANAGEMENT TECHNOLOGY			1											1
A.S. - HORTICULTURE								1						1
A.S. - HOSPITALITY MANAGEMENT											1			1
A.S. - HOTEL MANAGEMENT				1				1						2
A.S. - HOTEL/MOTEL MANAGEMENT				1										1
A.S. - HOTEL-TOURISM MANAGEMENT					1									1
A.S. - HUMAN SERVICES	1			1		1			1	1	1	1		7
A.S. - HUMAN SERVICES / PRE-SOCIAL WORK								1						1
A.S. - HUMAN SERVICES: CAREER OPTION				1			1							2
A.S. - HUMAN SERVICES: FAMILY VIOLENCE OPTION													1	1
A.S. - HUMAN SERVICES: GERONTOLOGY OPTION				1										1
A.S. - HUMAN SERVICES: TRANSFER OPTION				1			1							2
A.S. - INDUSTRIAL TECHNOLOGY						1								1
A.S. - INTERPRETER PREP IN ASL/ENG									1					1
A.S. - LAS: BIOLOGY OPTION						1								1
A.S. - LAS: CHEMISTRY OPTION						1								1
A.S. - LAS: COMPUTER SCIENCE OPTION						1								1
A.S. - LAS: MATHEMATICS OPTION						1								1
A.S. - LAS: PHYSICS OPTION						1								1
A.S. - LAS: SCIENCE OPTION						1								1
A.S. - LAS: SOCIAL SCIENCE OPTION						1								1
A.S. - LAS: THEA ARTS						1								1
A.S. - LAS: WOMEN'S STUDIES						1								1
A.S. - LEGAL ASSISTANT							1							1
A.S. - LEGAL ASSISTANT PARALEGAL								1						1
A.S. - LIBERAL ARTS & SCIENCE						1	1		1					3
A.S. - LIBERAL ARTS & SCIENCES													1	1
A.S. - MANAGEMENT			1											1
A.S. - MANAGEMENT INFORMATION SYSTEMS						1	1							2
A.S. - MANAGEMENT: ENTREPRENEURSHIP OPTION			1											1
A.S. - MANUFACTURING ENGINEERING SCIENCE						1								1

Community College Academic Programs by Award														Grand Total
	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TRCC	TXCC		
A.S. - MANUFACTURING ENGINEERING TECHNOLOGY												1	1	
A.S. - MANUFACTURING ENGR TECH: LASER MFG OPTION												1	1	
A.S. - MANUFACTURING ENGR TECHNOLOGY				1									1	
A.S. - MARKETING					1	1		1					3	
A.S. - MARKETING: TRANSFER OPTION												1	1	
A.S. - MECHANICAL ENGINEERING TECHNOLOGY				1								1	2	
A.S. - MEDICAL ASSISTANT										1			1	
A.S. - MEDICAL ASSISTING			1	1								1	3	
A.S. - MEDICAL LABORATORY TECHNICIAN												1	1	
A.S. - MEDICAL OFFICE MANAGEMENT								1					1	
A.S. - MEDICAL OFFICE MGT: ADMINISTRATIVE OPTION								1					1	
A.S. - MEDICAL OFFICE MGT: CLINICAL OPTION								1					1	
A.S. - MOBILE APPLICATION DEVELOPMENT				1									1	
A.S. - MULTIMEDIA							1						1	
A.S. - MUSIC INDUSTRY			1										1	
A.S. - NATURAL SCIENCES AND MATHEMATICS				1									1	
A.S. - NUCLEAR ENGINEERING TECHNOLOGY												1	1	
A.S. - NUCLEAR MEDICINE TECHNOLOGY				1									1	
A.S. - NURSING					1								1	
A.S. - NURSING - CT - CCNP			1	1				1	1	1		1	6	
A.S. - NUTRITION AND DIETETICS				1									1	
A.S. - OCCUPATIONAL THERAPY ASST					1	1							2	
A.S. - OFFICE ADMINISTRATIVE CAREERS						1							1	
A.S. - OPHTHALMIC DESIGN & DISPENSING								1					1	
A.S. - PARALEGAL						1							1	
A.S. - PARAMEDIC STUDIES			1	1									2	
A.S. - PARAMEDIC STUDIES: EMERGENCY MANAGEMENT RESPONSE OPT													1	
A.S. - PARAMEDIC STUDIES: EMERGENCY MED SVCS INSTRUCTOR OPT													1	
A.S. - PHYSICAL THERAPIST ASSISTANT					1			1	1				3	
A.S. - PLASTICS & RUBBER ENGINEERING TECHNOLOGY										1			1	
A.S. - PUBLIC RELATIONS						1							1	
A.S. - PUBLIC UTILITIES MANAGEMENT				1									1	

Community College Academic Programs by Award														Grand Total
	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TRCC	TXCC		
A.S. - RADIATION THERAPY			1										1	
A.S. - RADIOGRAPHY			1										1	
A.S. - RADIOLOGIC SCIENCE					1								1	
A.S. - RADIOLOGIC TECHNOLOGY						1		1					2	
A.S. - RADIOLOGY TECHNOLOGY			1										1	
A.S. - RAILROAD ENG TECH: SIGNALING & COMMUNICATIONS OPTION				1									1	
A.S. - RAILROAD ENGINEERING TECHNOLOGY				1									1	
A.S. - REAL ESTATE MANAGEMENT					1								1	
A.S. - REGISTERED MEDICAL ASSISTANT	1												1	
A.S. - RESPIRATORY CARE					1		1	1					3	
A.S. - RESTAURANT AND FOOD SERVICE MANAGEMENT				1									1	
A.S. - RETAIL MGT/FASHION MERCHANDISING				1									1	
A.S. - SMALL BUSINESS AND ENTREPRENEURIAL STUDIES											1		1	
A.S. - SOCIAL SERVICE			1		1								2	
A.S. - SOCIAL SERVICE: LIBRARY TECHNICAL ASST OPTION			1										1	
A.S. - SOCIAL SERVICE: MENTAL HEALTH OPTION			1										1	
A.S. - SOCIAL SERVICES: COMMUNITY CHANGE STUDIES OPTION			1										1	
A.S. - SOCIAL SERVICES: GERONTOLOGY OPTION			1										1	
A.S. - SPORTS AND LEISURE MANAGEMENT											1		1	
A.S. - STUDIO ART				1									1	
A.S. - STUDIO ART: GRAPHIC DESIGN OPTION				1									1	
A.S. - SURGICAL TECHNOLOGY				1	1								2	
A.S. - TECH STUDIES: BIOMOLECULAR SCIENCE OPTION										1			1	
A.S. - TECH STUDIES: COMP-AIDED DESIGN OPTION										1			1	
A.S. - TECH STUDIES: COMPUTER ENGINEERING TECHNOLOGY OPT						1							1	
A.S. - TECH STUDIES: COMPUTER-AIDED DESIGN OPTION					1								1	
A.S. - TECH STUDIES: ELECTRICAL OPTION				1	1						1		3	
A.S. - TECH STUDIES: ELECTRO-MECHANICAL MAINTENANCE OPTION	1												1	
A.S. - TECH STUDIES: ELECTRONICS TECHNOLOGY OPTION					1								1	
A.S. - TECH STUDIES: ENGINEERING TECHNOLOGY OPTION		1		1	1	1			1	1	1	1	8	
A.S. - TECH STUDIES: ENVIRONMENTAL STUDIES OPTION										1			1	
A.S. - TECH STUDIES: INDUSTRIAL TECHNOLOGY OPTION				1	1								2	

Community College Academic Programs by Award														Grand Total
	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TRCC	TXCC		
A.S. - TECH STUDIES: LEAN MANUFACTURING & SUPPLY CHAIN MANAGEMENT OPTION	1				1			1		1	1		5	
A.S. - TECH STUDIES: MACHINE TECH OPTION	1				1								2	
A.S. - TECH STUDIES: MANUFACTURING ELECTRON. & CONTROLS OPT	1												1	
A.S. - TECH STUDIES: MANUFACTURING MACHINE TECHNOLOGY OPT						1							1	
A.S. - TECH STUDIES: MANUFACTURING WELDING TECH OPT	1												1	
A.S. - TECH STUDIES: PLASTICS OPTION										1			1	
A.S. - TECH STUDIES: TECHNOLOGY MANAGEMENT OPTION					1								1	
A.S. - TECHNOLOGY STUDIES	1	1	1		1	1	1		1	1	1	1	10	
A.S. - TECHNOLOGY STUDIES: BIOMOLECULAR SCIENCE OPTION											1	1	2	
A.S. - TECHNOLOGY STUDIES: COMPUTER-AIDED DESIGN OPTION								1			1		2	
A.S. - TECHNOLOGY STUDIES: ENGINEERING TECHNOLOGY OPTION	1												1	
A.S. - TECHNOLOGY STUDIES: MANUFACTURING ENGINEERING TECH						1							1	
A.S. - TECHNOLOGY STUDIES: TECHNOLOGY & ENGINEERING EDUCATION OPTION	1			1							1	1	4	
A.S. - THERAPEUTIC RECREATION					1				1				2	
A.S. - VETERINARY TECHNOLOGY						1	1		1				3	
A.S. - VISUAL FINE ARTS												1	1	
A.S. - VISUAL FINE ARTS: PHOTOGRAPHY OPTION												1	1	
CERT - ACCELERATED ADVANCED MANUFACTURING MACHINING												1	1	
CERT - ACCOUNTING			1		1		1	1			1	1	6	
CERT - ACCOUNTING ASSISTANT	1					1							2	
CERT - ACCOUNTING CORE											1		1	
CERT - ACCOUNTING TECHNICIAN						1							1	
CERT - ACCOUNTING: ADVANCED OPTION			1										1	
CERT - ADMINISTRATIVE MEDICAL OFFICE SKILLS										1			1	
CERT - ADMINISTRATIVE SUPPORT								1					1	
CERT - ADVANCE AUTOMOTIVE TECH				1									1	
CERT - ADVANCED ACCOUNTING										1			1	
CERT - ADVANCED CADD MODELING								1					1	
CERT - ADVANCED ENGINE PERFORMANCE								1					1	
CERT - ADVANCED ENGLISH PROFICIENCY					1			1					2	
CERT - ADVANCED MANAGEMENT										1			1	
CERT - ADVANCED MANUFACTURING MACHINE TECHNOLOGY	1			1				1		1			4	

Community College Academic Programs by Award														Grand Total
	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TRCC	TXCC		
CERT - ADVANCED MANUFACTURING WELDING TECHNOLOGY	1													1
CERT - ADVERTISING/SALES PROMOTION						1								1
CERT - ALLIED HEALTH SCIENCE									1					1
CERT - ALTERNATIVE ENERGY SYSTEMS TECHNOLOGY								1						1
CERT - ALTERNATIVE ENERGY TRANSPORTATION TECHNOLOGY			1											1
CERT - ALTERNATIVE FUEL VEHICLE			1											1
CERT - APPLIED ACCOUNTING										1				1
CERT - APPLIED MANAGEMENT										1				1
CERT - ARCHAEOLOGY							1							1
CERT - ASSOCIATE NETWORK SPECIALIST										1				1
CERT - ATHLETIC COACHING								1						1
CERT - AUDIO AND MUSIC						1								1
CERT - AUDIO-VIDEO PRODUCTION								1						1
CERT - AUTOMOTIVE FUNDAMENTALS								1						1
CERT - AUTOMOTIVE TECHNOLOGY			1											1
CERT - AUTOMOTIVE TECHNOLOGY - HONDA PACT OPTION			1											1
CERT - AUTOMOTIVE TECHNOLOGY: GENERAL MOTORS OPTION			1											1
CERT - BASIC BUSINESS SKILLS											1			1
CERT - BIOTECHNOLOGY						1								1
CERT - BROADCAST COMMUNICATIONS						1								1
CERT - BUILDING EFFICIENCY & SUSTAINABLE TECHOLNOLOGY							1							1
CERT - BUS ADM: ACCOUNTANT'S ASST OPTIO			1											1
CERT - BUS ADM: MANAGEMENT OPTION		1												1
CERT - BUS OFC TECH: CUSTOMER SERVICE TECHNOLOGY OPTION			1											1
CERT - BUS OFC TECH: MEDICAL ADMIN. ASSISTANT OPTION			1											1
CERT - BUS OFC TECH: OFFICE APPLICATIONS SKILLS UPDATE OPT.			1											1
CERT - BUS. ADMINISTRATION											1			1
CERT - BUS. MANAGEMENT CORE											1			1
CERT - BUSINESS ADM: BOOKKEEPING OPTION			1											1
CERT - BUSINESS ADMINISTRATION	1		1										1	3
CERT - BUSINESS ADMINISTRATION MANAGEMENT								1						1
CERT - BUSINESS OFFICE TECHNOLOGY			1											1

Community College Academic Programs by Award														Grand Total
	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TRCC	TXCC		
CERT - BUSINESS OFFICE TECHNOLOGY - CLERICAL								1						1
CERT - BUSINESS OFFICE TECHNOLOGY - HEALTH CLAIMS PROCESSING								1						1
CERT - BUSINESS OFFICE TECHNOLOGY - MEDICAL INS. SPECIALIST								1						1
CERT - BUSINESS OFFICE TECHNOLOGY - SECRETARIAL								1						1
CERT - BUSINESS OFFICE TECHNOLOGY - WORD PROCESSING								1						1
CERT - BUSINESS OFFICE TECHNOLOGY: ADMIN SUPPORT ASST OPTION				1										1
CERT - BUSINESS OFFICE TECHNOLOGY: MEDICAL INSURANCE SPEC OPTION					1									1
CERT - BUSINESS OFFICE TECHNOLOGY: OFFICE APPLICATIONS												1		1
CERT - BUSINESS OFFICE TECHNOLOGY: SUPPORT SPECIALIST OPTION					1									1
CERT - BUSINESS SKILLS						1								1
CERT - CAD (COMPUTER-AIDED DRAFTING)											1			1
CERT - CADD MODELING 3D								1						1
CERT - CHILD & FAMILY SERVICES								1						1
CERT - CHILD DEVELOPMENT ASSOC CRED			1											1
CERT - CHILD DEVELOPMENT ASSOCIATE PREP		1		1		1	1		1	1				6
CERT - CISCO CERTIFIED NETWORKING ASSOCIATE (CCNA)		1												1
CERT - CLEAN WATER MANAGEMENT			1											1
CERT - CLIENT/SERVER SYSTEMS								1						1
CERT - CNC MACHINING								1						1
CERT - COMMUNICATION AND CUSTOMER RELATIONS											1			1
CERT - COMMUNICATIONS NETWORKING						1								1
CERT - COMPREHENSIVE AUTOMOTIVE REPAIR & SERVICE (CARS)			1											1
CERT - COMPUTED TOMOGRAPHY						1								1
CERT - COMPUTER AIDED DESIGN (CAD)										1				1
CERT - COMPUTER ASSISTED DRAFTING CT			1											1
CERT - COMPUTER BUSINESS APPLICATIONS									1					1
CERT - COMPUTER CRIME DETERRENCE								1						1
CERT - COMPUTER HARDWARE SUPPORT SPECIALIST		1												1
CERT - COMPUTER HELP DESK									1					1
CERT - COMPUTER MAINTENANCE TECH					1									1
CERT - COMPUTER NETWORK TECH					1									1
CERT - COMPUTER NETWORKING		1												1

Community College Academic Programs by Award														Grand Total
	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TRCC	TXCC		
CERT - COMPUTER PROGRAMMING		1							1			1		3
CERT - COMPUTER PROGRAMMING TECH					1									1
CERT - COMPUTER SCIENCE			1											1
CERT - COMPUTER SCIENCE NETWORKING			1											1
CERT - COMPUTER SERVICING			1											1
CERT - COMPUTER SERVICING TECHNICIAN									1					1
CERT - COMPUTER SOFTWARE SUPPORT SPECIALIST		1												1
CERT - COMPUTER-AIDED DESIGN					1									1
CERT - COMPUTER-AIDED DRAFTING												1		1
CERT - COMPUTER-AIDED DRAFTING 2D								1						1
CERT - CONSTRUCTION MANAGEMENT		1									1			2
CERT - CONSTRUCTION TECHNOLOGY								1						1
CERT - CORPORATE MEDIA PRODUCTION						1								1
CERT - CORRECTIONS				1	1									2
CERT - COT ENGINEERING SCIENCE / STEM										1				1
CERT - COT TECHNOLOGY STUDIES / STEM										1				1
CERT - CRIMINAL INVESTIGATION				1										1
CERT - CRIMINAL JUSTICE					1			1				1		3
CERT - CULINARY ARTS			1		1		1	1						4
CERT - CUSTOMER SERVICE												1		1
CERT - CUSTOMER SERVICE MANAGEMENT						1								1
CERT - CYBER SECURITY		1												1
CERT - DANCE								1						1
CERT - DEAF STUDIES									1					1
CERT - DENTAL ASSISTANT					1									1
CERT - DENTAL ASSISTING												1		1
CERT - DIETARY SUPERVISION								1						1
CERT - DIGITAL JOURNALISM							1							1
CERT - DIGITAL PUBLISHING									1					1
CERT - DISABILITIES SPECIALIST					1									1
CERT - DISABILITIES/MENTAL HEALTH								1						1
CERT - DRUG & ALCOHOL RECOVERY COUNSELOR								1						1

Community College Academic Programs by Award	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TRCC	TXCC	Grand Total
CERT - DRUG AND ALCOHOL RECOVERY COUNSELOR			1										1
CERT - EARLY CHILD EDUCATION		1											1
CERT - EARLY CHILDHOOD ADMINISTRATION							1					1	2
CERT - EARLY CHILDHOOD ED. ADMIN & LEADERSHIP			1										1
CERT - EARLY CHILDHOOD EDUCATION	1			1		1	1	1			1	1	7
CERT - EARLY CHILDHOOD EDUCATION ADMINISTRATOR				1									1
CERT - EARLY CHILDHOOD SPECIAL ED			1										1
CERT - ELECTRICAL	1			1								1	3
CERT - ELECTRO-MECHANICAL MAINTENANCE TECHNOLOGY	1												1
CERT - ELECTRONIC HEALTH RECORDS					1								1
CERT - ELECTRONIC MUSIC AND AUDIO PRODUCTION								1					1
CERT - ELECTRONICS TECHNICIAN			1										1
CERT - EMERGENCY MEDICAL SERVICES-INSTRUCTOR		1											1
CERT - EMT: EMERGENCY MANAGEMENT RESPONSE		1											1
CERT - EMT-PARAMEDIC		1											1
CERT - ENERGY CORE												1	1
CERT - ENGINEERING TECHNOLOGIES EXPLORATORY								1					1
CERT - ENGLISH AS A SECOND LANGUAGE							1					1	2
CERT - ENTREPRENEUR	1												1
CERT - ENTREPRENEURIAL STUDIES			1										1
CERT - ENTREPRENEURSHIP		1				1							2
CERT - ENTREPRENEURSHIP/SMALL BUSINESS					1								1
CERT - ENVIRONMENTAL HEALTH AND SAFETY MANAGEMENT											1		1
CERT - ENVIRONMENTAL SCIENCE AND TOXICOLOGY			1										1
CERT - ENVIRONMENTAL SYSTEMS								1					1
CERT - FAMILY CHILD CARE PROVIDER								1					1
CERT - FAMILY SUPPORT AND RESPITE CARE			1										1
CERT - FAMILY VIOLENCE												1	1
CERT - FILM AND TELEVISION PRODUCTION							1						1
CERT - FILM AND VIDEO						1							1
CERT - FINANCE								1				1	2
CERT - FINE ARTS									1				1

Community College Academic Programs by Award														Grand Total
	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TRCC	TXCC		
CERT - FIREFIGHTER 1 AND 2				1										1
CERT - FITNESS SPECIALIST				1		1								2
CERT - FOOD SERVICE						1								1
CERT - FORENSICS						1								1
CERT - FUNDAMENTALS OF MACHINE TECHNOLOGY									1					1
CERT - GENERAL AUTOMOTIVE SERVICES									1					1
CERT - GENERAL STUDIES											1			1
CERT - GERONTOLOGY	1	1	1				1	1						5
CERT - GRAPHIC DESIGN				1			1		1				1	4
CERT - GRAPHICS AND ANIMATION								1						1
CERT - GRAPHICS AND COMMUNICATIONS ARTS											1			1
CERT - GROUP EXERCISE INSTRUCTOR							1							1
CERT - HEALTH CARE PATHWAYS	1		1	1	1	1	1	1		1			1	9
CERT - HEALTH INFORMATION & REIMBURSEMENT SPECIALIST									1					1
CERT - HEALTH INFORMATION MANAGEMENT			1				1			1				3
CERT - HEALTH INFORMATION TECHNOLOGY													1	1
CERT - HEALTH SCIENCE			1											1
CERT - HELP DESK TECHNICIAN							1							1
CERT - HOME CHILD CARE									1					1
CERT - HOMELAND SECURITY						1							1	2
CERT - HORTICULTURE									1					1
CERT - HOTEL MANAGEMENT											1			1
CERT - HOTEL TOURISM						1								1
CERT - HS: BEHAV HEALTHCARE SPEC I OPTION				1										1
CERT - HS: BEHAV HEALTHCARE SPEC II OPTION				1										1
CERT - HS: CHILD/YOUTH MENTAL HEALTH OPTION				1										1
CERT - HS: DISABILITIES SPECIALIST OPTION				1										1
CERT - HUMAN SERVICES	1		1						1				1	4
CERT - HUMAN SERVICES CASE MANAGEMENT											1			1
CERT - HVAC ENERGY ANALYSIS													1	1
CERT - INFANT AND TODDLER CARE				1										1
CERT - INFANT TODDLER DEVELOPMENT				1										1

Community College Academic Programs by Award														Grand Total
	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TRCC	TXCC		
CERT - INTERDISCIPLINARY PEACE, COLLABORATION AND CONFLICT			1										1	
CERT - JUVENILE JUSTICE						1							1	
CERT - LANDSCAPE DESIGN								1					1	
CERT - LASER AND FIBER OPTIC TECHNOLOGY											1		1	
CERT - LEAN MANUFACTURING	1				1			1		1	1	1	6	
CERT - LEGAL ASSISTANT							1						1	
CERT - LEGAL STUDIES PARALEGAL								1					1	
CERT - LIBRARY TECHNICAL ASST			1										1	
CERT - LIBRARY TECHNOLOGY											1		1	
CERT - MACHINE TECHNOLOGY LEVEL I				1									1	
CERT - MAMMOGRAPHY						1							1	
CERT - MANAGEMENT			1										1	
CERT - MANAGEMENT INFORMATION SYSTEMS								1					1	
CERT - MANUFACTURING ELECTRONICS FUNDAMENTALS	1												1	
CERT - MANUFACTURING ELECTRONICS SYS & CONTROLLERS	1												1	
CERT - MANUFACTURING INTRO TO (LEV 1)											1		1	
CERT - MANUFACTURING MACHINE TECHNOLOGY						1							1	
CERT - MANUFACTURING WELDING TECH APPLICATIONS	1												1	
CERT - MANUFACTURING WELDING TECH FUNDAMENTALS	1												1	
CERT - MARKETING	1				1						1	1	4	
CERT - MARKETING AND DISTRIBUTION								1					1	
CERT - MARKETING AND SALES									1				1	
CERT - MARKETING CORE											1		1	
CERT - MARKETING ELECTRONIC COMMERCE								1					1	
CERT - MECHATRONICS AUTOMATION TECHNICIAN										1			1	
CERT - MEDIA TECH.					1								1	
CERT - MEDICAL ASSISTANT							1						1	
CERT - MEDICAL ASSISTING									1				1	
CERT - MEDICAL OFFICE SPECIALIST							1						1	
CERT - MEETINGS, CONVENTIONS MANAGEMENT			1										1	
CERT - MENTAL HEALTH		1					1						2	
CERT - MICROCOMPUTER NETWORK SPECIALIST								1					1	

Community College Academic Programs by Award														Grand Total
	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TRCC	TXCC		
CERT - MICROCOMPUTER NETWORKING CUSTOMER SUPPORT								1						1
CERT - MICROCOMPUTER PROCESSING												1		1
CERT - MICROCOMPUTER SOFTWARE APPS										1				1
CERT - MICROCOMPUTER SOFTWARE FUND										1				1
CERT - MOBILE APPLICATION DEVELOPER			1											1
CERT - MODERN MANUFACTURING								1						1
CERT - MULTIMEDIA						1								1
CERT - MULTIMEDIA WEB DESIGN & DEVELOPMENT						1								1
CERT - NETWORK ADMINISTRATION												1		1
CERT - NETWORK ADMINISTRATOR				1										1
CERT - NETWORKING							1							1
CERT - NEWS & SPORTS PRODUCTION						1								1
CERT - NUCLEAR MEDICINE TECH				1										1
CERT - OBJECT-ORIENTED PROGRAMMING								1						1
CERT - OFFICE USER SPECIALIST	1													1
CERT - OPHTHALMIC MEDICAL ASSISTING						1								1
CERT - PARALEGAL					1									1
CERT - PATIENT CARE TECHNICIAN										1				1
CERT - PC APPLICATIONS				1										1
CERT - PERSONAL COMPUTER REPAIR				1										1
CERT - PHLEBOTOMY										1				1
CERT - PHOTOGRAPHY					1				1	1		1		4
CERT - PLASTICS SPECIALIZATION								1						1
CERT - PLASTICS TECHNOLOGY										1				1
CERT - POLICE MANAGEMENT AND ADMINISTRATION				1										1
CERT - PRECISION MANUFACTURING					1									1
CERT - PRECISION SHEET METAL MANUFACTURING											1			1
CERT - PROFESSIONAL BAKER			1		1									2
CERT - PROPERTY MANGMT IN SUPPORTIVE & AFFORDABLE HOUSING				1										1
CERT - PUBLIC RELATIONS					1									1
CERT - QUALITY CONTROL			1											1
CERT - REGISTERED MEDICAL ASSISTANT	1													1

Community College Academic Programs by Award														Grand Total
	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TRCC	TXCC		
CERT - RELATIONAL DATABASE							1							1
CERT - RESTAURANT MANAGEMENT											1			1
CERT - RETAIL BANKING				1										1
CERT - RETAIL MANAGEMENT/FASHION MERCHANSISING			1											1
CERT - SALES SUPPORT & SERVICE								1						1
CERT - SECURITY & LOSS PREVENTION												1		1
CERT - SENIOR NETWORKING SPECIALIST										1				1
CERT - SMALL BUSINESS AND ENTREPRENEURIAL STUDIES												1		1
CERT - SMALL BUSINESS MANAGEMENT/ENTREPRENUERSHIP				1										1
CERT - SMARTPHONE APP DEVELOPMENT							1							1
CERT - SOCIAL SERVICE					1									1
CERT - SOCIAL SERVICE AID			1											1
CERT - SOFTWARE DEVELOPER						1								1
CERT - SOLAR TECHNOLOGY			1											1
CERT - SPEECH LANGUAGE PATHOLOGY ASSISTANT					1									1
CERT - STUDIO ART										1				1
CERT - SUBSTANCE ABUSE EDUCATION						1								1
CERT - SUPPLY CHAIN MANAGEMENT	1							1		1	1			4
CERT - SURVEYING & MAPPING TECHNICIAN												1		1
CERT - SUSTAINABLE FACILITIES MANAGMENT												1		1
CERT - SUSTAINABLE LANDSCAPE ECOLOGY & CONSERV TECH												1		1
CERT - TEACHER ASSISTANG			1											1
CERT - TEAM LEADER MANAGEMENT SKILLS IN MANUFACTURING	1													1
CERT - TEAM LEADER TECHNICAL SKILLS IN MANUFACTURING	1													1
CERT - TECHNICAL COMMUNICATIONS								1						1
CERT - TECHNOLOGY MANAGEMENT					1									1
CERT - THEATER ARTS PERFORMANCE TRACK				1										1
CERT - THERAPEUTIC RECREATION			1			1				1				3
CERT - THERAPUTIC RECREATION					1									1
CERT - VISUAL ART								1						1
CERT - VISUAL COMMUNICATION			1											1
CERT - WASTEWATER								1						1

Community College Academic Programs by Award														Grand Total
	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TRCC	TXCC		
CERT - WATER MANAGEMENT			1											1
CERT - WEB DESIGN			1							1				2
CERT - WEB DESIGN TECHNOLOGY				1										1
CERT - WEB DESIGNER	1													1
CERT - WEB DESIGN-GRAPHICS FOUNDATION				1										1
CERT - WEB DEVELOPER							1							1
CERT - WEB MASTER/INTERNET DESIGN									1					1
CERT - WEB PUBLISHING		1												1
CERT - WEB TECHNOLOGY					1									1
CERT - WOMEN'S STUDIES											1			1
CERT - YOUTH WORKER			1											1
<b>Grand Total</b>	<b>60</b>	<b>80</b>	<b>121</b>	<b>85</b>	<b>123</b>	<b>74</b>	<b>85</b>	<b>134</b>	<b>59</b>	<b>66</b>	<b>86</b>	<b>70</b>		<b>1043</b>

Community College Non-Credit Programs														Grand Total
ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TRCC	TxCC			
3D Printing			1											1
A+ Certification	1	1	1	1	1	1						1		7
A+ Cert-PC Repair Tech								1						1
Academic Skills Boot Camp			1											1
Academy for Basic Skills Math									1					1
ACCESS - Computer Training										1				1
Access training		1		1										2
Acting						1								1
Admin. Medical Specialist										1				1
Admin. MS Office Specialist										2				2
Advanced EMT									1					1
Advanced Esthetics	1													1
Allied Health Certificate		1												1
Alt Energy Systems Technology									1					1
Amer. Acad. Prof. Coder(AAPC)			1											1
American Payroll Association												1		1
American Sign Language						1								1
Animation		1												1
Art & Art Tours						1								1
Auditioning/Directing						1								1
Auto Mech Foundation Spec Cert			1											1
AutoCAD		1	1			1	1							4
Autocad Certificate										1				1
Autocad 2000 - Pro Level II												2		2
Autocad 2000 - Prof Level 1												2		2
Autocad 2000 - Solid Modeling												2		2
AutoCad Certification Prep					1									1
AutoCad Level I		1		2										3
AutoCad Level II		2		1										3
Automotive Maintenance Cert			1											1



Community College Non-Credit Programs														Grand Total
	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TRCC	TxCC		
Business Analyst		1												1
Business Communication							1							1
Business Prof. w/ Cust Service			1											1
Business Professional			1						1					2
Business Software				1										1
Business Software Applications							1							1
C++ Programming Beginner										1				1
Cabling													1	1
Cabling Certification	1													1
CAD2 2D								1						1
Cake Decorating							1							1
Call Center - Customer Service									1					1
Casino Poker Dealer											1			1
Catering & Event Planning		1		1										2
Central Sterile Proc Tech								1						1
Central Sterile Supply							1							1
Central Sterile Supply Tech							1						1	2
Cert Inter Webmaster - Found							1							1
Cert Internet Web - Design							1							1
Cert Internet Webmaster E-Comm							1							1
Cert Nurse's Aide & Home-Hlth												1		1
Certified Bookkeeper	1													1
Certified Bookkeeping							1							1
Certified Green Supply Chain												1		1
Certified Inpatient Coding	1													1
Certified Nurse Aid Program													1	1
Certified Nurse Aide	1								2					3
Certified Nurse Assistant			1											1
Certified Nurse Assistant/Aide						1								1
Certified Nurses Aide		1					1	1						3
Certified Nursing Assistant				1							1			2
Certified Pharmacy Technician	1													1



<b>Community College Non-Credit Programs</b>	<b>ACC</b>	<b>CCC</b>	<b>GCC</b>	<b>HCC</b>	<b>MaCC</b>	<b>MxCC</b>	<b>NCC</b>	<b>NVCC</b>	<b>NWCC</b>	<b>QVCC</b>	<b>TRCC</b>	<b>TxCC</b>	<b>Grand Total</b>
Cross-Sectional Anatomy								1					1
CT Motorcycle Rider Educ Prog											1		1
Culinary Arts		2											2
Cust Serv&Commun-HealthProfess								1					1
Customer Service		1	1	1					1			1	5
Customer Service - Healthcare							1						1
Customer Service Rep								1					1
CustServ & Comm/Health Prof							1						1
Database Administrator											1		1
Database Management Cert							1						1
Dental Assistant	1						1				1	2	5
Dental Assisting Non-Credit												1	1
Dental Receptionist												1	1
Desktop Publishing									1				1
Desktop Publishing Graphics			1										1
Dietary Assistant Certificate											1		1
Digital Photography							1						1
Digital Printing & Production			1										1
Digital Publishing								1					1
EDM								1					1
Effective Business Writing		1									1		2
EKG Tech			1										1
EKG Technician												1	1
Electrocardiogram Tech											1		1
Electrocardiogram Technician	1	1					1					1	4
Eliminate Harrassmnt/Workplace											1		1
Emer Medical Tech - Paramed									1				1
Emer Mgt Srvs Instructor(EMSI)						1							1
Emergency Medical Tech			1			2							3
Emergency Medical Technician	2				1			1	1		1		6
EMT				1			1						2
EMT Paramedic									1				1



<b>Community College Non-Credit Programs</b>	<b>ACC</b>	<b>CCC</b>	<b>GCC</b>	<b>HCC</b>	<b>MaCC</b>	<b>MxCC</b>	<b>NCC</b>	<b>NVCC</b>	<b>NWCC</b>	<b>QVCC</b>	<b>TRCC</b>	<b>TxCC</b>	<b>Grand Total</b>
Grant Writing Workshop								1					1
Graphic Design									1	1			2
Green Construction Management				1									1
Green House Operation & Mgt								1					1
Green Job Fair							1						1
GroundSourceHeatPump(IGSPHA)						1							1
Group Exercise				1									1
Group Exercise Inst Nat'l Cert							1						1
Group Exercise Instructor							1						1
Group Fitness Instructor								1					1
GTAW Welding, Basic								1					1
Hazwoper							1						1
Health Care Professional		1											1
Health Information Technology		1											1
Health Unit Coordinator		1						1					2
Healthcare Team Leader Cert		1											1
Heating,Ventilation,AC(HVAC)			1										1
Help Desk Specialist											1		1
Home Health Aide							1		1				2
Home Landscape Design									1				1
Home Landscaping							1						1
Homemaker Companion							1						1
Homemaker Home Health Aide		1											1
Hospitality		1											1
HR Boot Camp											1		1
Human Resource Preparation								1					1
Human Services Assistant							1						1
Human Services Asst								2					2
Human Services Supervisor								1					1
HVAC Systems& AC Control Equip				1									1
Industrial Motor Controls											1		1
Infection Control		1											1

<b>Community College Non-Credit Programs</b>	<b>ACC</b>	<b>CCC</b>	<b>GCC</b>	<b>HCC</b>	<b>MaCC</b>	<b>MxCC</b>	<b>NCC</b>	<b>NVCC</b>	<b>NWCC</b>	<b>QVCC</b>	<b>TRCC</b>	<b>TxCC</b>	<b>Grand Total</b>
Instrumental Music							1						1
Insurance		1					1						2
Integrator Technician												1	1
Interactive Design								1					1
Interior Design							1						1
Intermediate Photography							1						1
Internet Web Site Developer			1										1
Interviewing & Resume Writing										1			1
Intro HVAC/BuildingMaintWorker			1										1
Intro to Manufacturing										1			1
Introduction to CNC										1			1
Investing&Managing Portfolios							1						1
Job Search Techniques							1						1
Landscaping		1											1
Landscaping Certificate									1				1
Lead Remediation					1								1
Leadership		1				1							2
Leadership Certificate									1	1			2
Lean Manufacturing						1							1
Lean Manufacturing Certificate	1								1	1		1	4
Lean Manufacturing II						1							1
Leed Green							1						1
Legal Secretary							1						1
Licensed Real Estate Sales												1	1
Linux Complete Set										1			1
Machine Tool Fundamentals												1	1
Maint. & Repair Small Units			1										1
Maintaining Work/Life Balance										1			1
Management Certificate									1				1
Management/Entpr. - Small Bus				1									1
Managing Multiple Deadlines										1			1
Manufacturing Boot Camp										1	1		2

<b>Community College Non-Credit Programs</b>	<b>ACC</b>	<b>CCC</b>	<b>GCC</b>	<b>HCC</b>	<b>MaCC</b>	<b>MxCC</b>	<b>NCC</b>	<b>NVCC</b>	<b>NWCC</b>	<b>QVCC</b>	<b>TRCC</b>	<b>TxCC</b>	<b>Grand Total</b>
Manufacturing I								1					1
Manufacturing II								1					1
Manufacturing Management		1											1
Manufacturing Preparation		1			1			1	1		1		5
Manufacturing Technology				1									1
Massage Therapy	1												1
MBA Boot Camp		1											1
MECH/ELECTRICAL SYSTEMS DESIGN		1											1
Medical Administrative Asst	1							2				1	4
Medical Assistant	1											1	2
Medical Billing	1	1		1									3
Medical Billing & Coding											1		1
Medical Billing & Coding Cert												1	1
Medical Billing and Reimburse							1						1
Medical Billing Associate			1										1
Medical Billing/Coding										1			1
Medical Coding & Billing						1							1
Medical Coding&Billing Spec								1					1
Medical Office Assistant	1	1			1								3
Medical Office Receptionist									2	1			3
Medical Response Tech									1				1
Medical Terminology								1					1
Medical Transcription								1					1
Metrology Fundamentals								1		1			2
Mfg Pipeline Outside Machinist										1			1
Microsoft Office		1		1	1	1			1				5
Microsoft Office Essentials								1					1
Microsoft Office User Spec							1						1
Microsoft Power Point		1											1
Microsoft PowerPoint Cert											1		1
Microsoft Word Certificate											1		1
Mind, Body & Spirit				1			1						2

<b>Community College Non-Credit Programs</b>	<b>ACC</b>	<b>CCC</b>	<b>GCC</b>	<b>HCC</b>	<b>MaCC</b>	<b>MxCC</b>	<b>NCC</b>	<b>NVCC</b>	<b>NWCC</b>	<b>QVCC</b>	<b>TRCC</b>	<b>TxCC</b>	<b>Grand Total</b>
Mobile Applications		1											1
Money Management			1										1
MRI Physics								1					1
MS Office 2010	1												1
MS OFFICE 97 INTRODUCTORY	1												1
Nail Technician	1												1
NCLEX-RN Review								1					1
Network + Certification			1										1
Network+ Cert-Network Spec								1					1
Networking												1	1
Networking + Certification	1												1
Non-Profit Management							1						1
NURSE AIDE		1											1
Nurse Aide & Home Health Aide										1			1
Nurse Aide Certification								1					1
Nurse Aide Refresher		1							1				2
Nurse Re-Entry		1											1
Nursing Assistant with ESL										1			1
Nursing CE								1					1
Office Admin Professional								1					1
Office Assistant								1					1
Office Professional		1						1					2
Office Professional/Quickbooks												1	1
Office Skills				1									1
OfficeProfessional/QuickBooks								1					1
Ophthalmic Medical Assistant	1						1						2
Oracle Database Administrator						1							1
Organic Gardening							1						1
OSHA 10 Construction								1					1
OSHA 10 General								1					1
OSHA Constr Ind Outreach Trng									2				2
OSHA Training & Certification		2						1		1			4

Community College Non-Credit Programs	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TRCC	TxCC	Grand Total
Paralegal Certificate											1		1
Patient Care - Home Track							1						1
Patient Care -Acute Care Track							1						1
Patient Care Tech - Acute Care									1				1
Patient Care Tech-Home Care		1						1					2
Patient Care Technician		1	1	1		1		1	1				6
Patient Care Technician (PCT)											1		1
Patient Care Technician Cert												1	1
Patient Confidentiality								1					1
Patient Navigator			1										1
Payroll,Inventory& Quickbooks2									1				1
Perioperative Nursing											1		1
Personal Care Attendant							1						1
Personal Computer				1									1
Personal Computers									1				1
Personal Trainer		1		1			1	1		1			5
Personal Trainer National Cert	1				1								2
Personal Trainer Nat'l Cert						1							1
Pharmacy Tech Assistant							1						1
Pharmacy Tech Certificate						2							2
Pharmacy Technician		1	1	1	1		1	1	1	1	1		9
Pharmacy Technician Assistant			1										1
Pharmacy Technician Cert												1	1
Phlebotomy			1			1		1					3
Phlebotomy & EKG Training	1												1
Phlebotomy for Nurses										1			1
Phlebotomy Technician					1		1				1		3
Phlebotomy Technician Cert												1	1
Physical Assessment for RN's								1					1
Physical Security Studies							1						1
Physical Therapy Aide							1						1
Powerbuilder			1										1

<b>Community College Non-Credit Programs</b>	<b>ACC</b>	<b>CCC</b>	<b>GCC</b>	<b>HCC</b>	<b>MaCC</b>	<b>MxCC</b>	<b>NCC</b>	<b>NVCC</b>	<b>NWCC</b>	<b>QVCC</b>	<b>TRCC</b>	<b>TxCC</b>	<b>Grand Total</b>
Practical Dental Assistant							1						1
Precision Machining Phase 2						1							1
Precision Machining Phase I						1							1
Precision Manufacturing				1									1
PreManufac Regional Elective										1			1
Pre-Manufacturing										1			1
Pressure Flow&Temp Meas(HVAC)				1									1
Prin & Practices Real Estate					1	1							2
Prin&Practices of Real Estate							1	1					2
Principles & Pract of Real Est									1				1
Principles & Practices										1			1
Prof Bartending/SMART Cert												2	2
Prof Food & Beverage Server				1									1
PROFESSIONAL ADVANCEMENT	1												1
Professional Bartending	2			1			1	1	2				7
Professional Coder Certificate				1									1
Project Management			3				1	1					5
Property Management			1										1
Public Safety Dispatcher	1												1
Public Service Management				1									1
Public Speaking			1				1						2
Purchasing Management			1										1
Quality Control Inspection									1				1
Quality Control Inspector						1							1
Quick Books				1					1	2			4
Quickbooks							2				1		3
QuickBooks Microsoft Office										1			1
Radiology Technician									1				1
Reading,Writing,Comm Skills					1								1
Real Estate	1			1	1					1			4
Real Estate Appraisal			1										1
Real Estate Appraisal I							1	1					2

Community College Non-Credit Programs														Grand Total
	ACC	CCC	GCC	HCC	MaCC	MxCC	NCC	NVCC	NWCC	QVCC	TRCC	TxCC		
Real Estate Appraisal II							1	1						2
Real Estate Brokerage		1												1
Real Estate Law		1			1									2
Real Estate Prin & Pract												1		1
Real Estate Princ. & Practices										1				1
Real Estate Professional Devel		1					1							2
Real Estate Sales		1												1
Receptionist									1					1
Resume Writing							1							1
Retail Sales & Customer Service							1	1						2
Retail Sales-Customer Service									2					2
Seasonal Gardening							1							1
Security Guard Certification													1	1
Security Officer		1					1	1	1			1		5
Selling Skills: The Basics										1				1
Senior Fitness Nat'l Cert						1								1
Sexual Assault Counselor Advoc		1												1
Sexual Harrassment Training										1				1
Shielded Metal Arc Pipe Weld								1						1
Shielded Metal Arc Welding								1						1
Shop Math I & II											1			1
Six Sigma Black Belt Training											1			1
Six Sigma Green Belt											1		1	2
Small Business Management		1												1
Small Business/Entreprenueral							1							1
Small Engine Repair			1											1
Small Engine Repair/Equip Maint								1						1
Social Media							1							1
Social Service Assistant		1												1
Software Training							1							1
Solar PV			1			1								2
Solid Works			1											1

<b>Community College Non-Credit Programs</b>	<b>ACC</b>	<b>CCC</b>	<b>GCC</b>	<b>HCC</b>	<b>MaCC</b>	<b>MxCC</b>	<b>NCC</b>	<b>NVCC</b>	<b>NWCC</b>	<b>QVCC</b>	<b>TRCC</b>	<b>TxCC</b>	<b>Grand Total</b>
Spanish for Workplace I		1											1
Speed Reading							1						1
Sr Sustainability Professional											1		1
Step Forward 1			1										1
Step Forward 2			1										1
Sterile Supply Technician					1								1
Sterilization Technician	1												1
Supervising/Management		1		1					1				3
Supervision							1			1			2
Supervisor Skills										1			1
Supervisory Development Cert											1		1
Supervisory Skills Training			1						1				2
Supervisory/Management											1		1
Survival Spanish											1		1
Sustainable Building & Energy							1						1
Sustainable Building Advisor			1										1
Sustainable Design												2	2
Team Building		1							1				2
TEAS V				1									1
The Comptia Network +				1									1
Trainer Education								1					1
Transportation Carer Trainee			1										1
Travel Agent											1		1
TRAVEL CAREER	1												1
Travel Careers							1						1
Urban Farming & Landscaping		1											1
Valueing Diversity inWorkplace											1		1
Valuing Diversity in Workplace		1											1
Veterinary Assistant	1				1		1				1	1	6
Veterinary Assistant Cert						1							1
Video Production								1					1
Visual Basic			1	1									2



1.5	Transfer and Articulation Policy	12-024	2012-03-15
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## CSCU TRANSFER AND ARTICULATION POLICY

Connecticut families deserve a system of public higher education whose primary purpose is to produce graduates who form an engaged and well-informed citizenry, as well as a robust and appropriately educated workforce. To achieve this purpose, we must demonstrate that we provide a quality education. At the same time, we must create a clearly marked pathway from admission to graduation for all students by clarifying and streamlining the degree-program structures and transfer processes in our state colleges and universities to help students complete their post-secondary certifications and degrees as efficiently as possible. The ultimate goal of this reform is that all graduating students be prepared as productive world citizens.

The primary characteristics of the statewide initiatives that have proven successful are the following – with thanks to “Implementing Statewide Transfer and Articulation Reform” by the Center for the Study of Community Colleges:

- *A common general education core*
- *Common lower division pre-major pathways*
- *A focus on credit applicability to degree*
- *Junior status upon transfer*
- *Guaranteed or priority university admission*
- *Associate and bachelor degree credit limits*

This proposal seeks to achieve Board of Regents approval to require coordination of the transfer policy from the state’s community colleges to the state universities and Charter Oak State College to create pathways for students

- that are easily accessible,
- include appropriate lower division general education,
- move students toward the competencies the states employers are looking for,
- and relate to specific majors offered at the state universities.

We recognize that these pathways will not meet the needs of all students, and that there remains an important mission for the community colleges to provide workforce ready certificates and degrees, not designed for transfer. The state universities will also continue to provide baccalaureate and graduate education for students who begin their career at a state university or Charter Oak State College.

### Resolution Concerning Common Core and Transfer

Each Board of Regents institution that offers an undergraduate degree program shall develop its core curriculum consistent with the purpose adopted by the Board of Regents. The purpose of a core curriculum is to enable students to gain knowledge of human cultures and the physical and natural world across all academic areas. The goal of this education is that all graduating students are prepared to be world citizens. The idea of general education in America is to give students an integrated educational experience.

Consistent with NEASC Standard 4, the Board of Regents expects the general education requirement to include a balance among “the arts and humanities, the sciences, including mathematics and the social sciences. General education requirements include offerings that focus on the subject matter and methodologies of these primary domains of knowledge as well as their relationships to one another.”

General education is the hallmark of American higher education and the key to a broadly-educated citizenry. Therefore, in addition to improving the *transferability* of general education, we should also focus on the *quality* of general education. Therefore, our goal is not simply transferability but an excellent preparation for all students in their first sixty hours, including their essential general education foundation.

The general education curricula at all ConnSCU institutions should be competency based and for transferability, students should “demonstrate competence in

- written and oral communication in English;
- the ability for scientific and quantitative reasoning,
- for critical analysis and logical thinking;
- and the capability for continuing learning, including the skills of information literacy.

They will also demonstrate knowledge and understanding of

- scientific,
- historical and
- social phenomena, and a knowledge and appreciation of the
- aesthetic and ethical dimensions of humankind.” (NEASC ACCREDITATION STANDARD 4)

The alignment of general education requirements must be competency driven and include outcome assessments for continuing review.

There shall be transfer associate degrees common to all of the Connecticut Community Colleges that shall include at least 30 credits of transferrable general education, liberal arts core (LAC) or liberal education program (LEP) courses that address the common core competencies, and the remaining credits shall be articulated with degree programs at the Connecticut State Universities and Charter Oak State College. Earning a transfer associate degree will grant its recipients junior status at each of the Connecticut State Universities and at Charter Oak State College.

Successful completion of such a transfer associate degree will offer the student **guaranteed admission and junior status to the receiving university or Charter Oak State College without ‘course by course’ transfer**. Admission to particular degree programs may have additional GPA or other requirements. These requirements will be clearly spelled out in each major by major articulation.

Students who complete a transfer associate degree at a Connecticut Community College will be admitted to a Connecticut State University or Charter Oak State College as a junior and they will have demonstrated competency at the associate degree level in the above areas. Please note that some programs may have GPA eligibility standards, and/or performance criteria that limit access even if defined coursework has been completed. Any additional university requirements will be clearly spelled out and included in the degree by degree articulations.

Transfer associate degrees will include no more than 64 credits and baccalaureate degrees will include no more than 128 credits unless by Board of Regents approved exception. The Regents expect that staff will create procedures for hearing exceptions that take into account national accreditation standards or other external professional standards that may require degrees that exceed these limits. Transfer students who have completed a prescribed transfer pathway should not have to complete more credits than students who began at a university to complete similar degrees.

The faculties of the Connecticut Community Colleges, Connecticut State Universities and Charter Oak State College will agree on transfer associate degrees with attendant competency outcomes and major (or concentration) by major articulations that will create clearly defined pathways from Connecticut Community Colleges to Connecticut State Universities and Charter Oak State College for baccalaureate majors and concentrations.

These articulations will be completed by May 31, 2013, including shared governance review and approval processes in place at each institution. The major program articulations will be reviewed by faculty committees from the community colleges and the universities and Charter Oak State College on a five year cycle, beginning in the fall of 2013, in a staggered format.

The Board of Regents will publicize the transfer agreements major by major and will offer students in the state an interactive web based vehicle to both access these specific degree requirements and to check on the transferability of any courses they may have already taken.

The Board of Regents directs the ConnSCU vice presidents with the Council of Academic Officers for the seventeen ConnSCU institutions to create a procedure for reaching the agreements on curriculum required by this policy within the prescribed timeframe. Such procedures must be consistent with the principles of shared governance.

## **TIMELINE:**

### **Phase 1:**

Spring, 2012 through September 30, 2012

Agree on common general education competency outcomes.

### **Phase 2:**

Academic Year 2012-2013:

Complete alignment for all majors offered in the state universities.

Agree on assessment plans for common core competencies.

### **Phase 3:**

Summer 2013:

Create and mount state-wide interactive transfer website.

### **Phase 4:**

Academic Year 2013-2014:

Begin periodic program review.

Begin assessment of impact on transfer patterns.

3/12/12

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**Table 1**  
**Connecticut State Colleges & Universities**  
**Accreditation of Academic Programs**

<b>CSCU Institution: Asnuntuck Community College</b>	
<b>Accredited Academic Program</b>	<b>Accrediting Agency (s)</b>
Early Childhood Education; A.S. Degree	National Association for the Education of Young Children
<b>CSCU Institution: Capital Community College</b>	
<b>Accredited Academic Program</b>	<b>Accrediting Agency (s)</b>
Early Childhood Education; A.S. Degree	National Association for the Education of Young Children
Medical Assisting; A.S. Degree	Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Nursing; A.S. Degree	Accreditation Commission for Education in Nursing // CT State Board of Examiners for Nursing
Paramedic Studies: Emergency Medical Services; A.S. Degree	CAAHEP
Radiologic Technology; A.S. Degree	Joint Review Committee on Education in Radiologic Technology
<b>CSCU Institution: Gateway Community College</b>	
<b>Accredited Academic Program</b>	<b>Accrediting Agency (s)</b>
Automotive Technology; A.A.S Degree	National Automotive Technicians' Education Foundation
Diagnostic Medical Sonography; A.S. Degree	Joint Review Committee on Education in Radiologic Technology (JRCERT) // Commission on Accreditation of Allied Health Education Programs
Early Childhood Education; A.S. Degree	National Association for the Education of Young Children
Nuclear Medicine Technology; A.S. Degree	JRCERT

<b>CSCU Institution: Gateway Community College (continued)</b>	
<b>Accredited Academic Program</b>	<b>Accrediting Agency (s)</b>
Nursing; A.S. Degree	Accreditation Commission for Education in Nursing
Nutrition and Dietetics; A.S. Degree	Accreditation Council for Education in Nutrition and Dietetics
Radiation Therapy; A.S. Degree	JRCERT
Radiography; A.S. Degree	JRCERT
<b>CSCU Institution: Housatonic Community College</b>	
<b>Accredited Academic Program</b>	<b>Accrediting Agency (s)</b>
Early Childhood Inclusive Education; A.S. Degree	National Association for the Education of Young Children
<b>CSCU Institution: Manchester Community College</b>	
<b>Accredited Academic Program</b>	<b>Accrediting Agency (s)</b>
Culinary Arts; A.S. Degree	American Culinary Federation
Dental Assistant; A.S. Degree	Commission on Dental Accreditation/ American Dental Association
Early Childhood Education; A.S. Degree	National Association for the Education of Young Children
Music; A.A. Degree	National Association of Schools of Music (NASM)
Occupational Therapy Assistant; A.S. Degree	Accreditation Council for Occupational Therapy Education
Paralegal; A.S. Degree	American Bar Association
Radiation Therapy; A.S. Degree	Joint Review Committee on Education in Radiologic Technology (JRCERT)
Radiography; A.S. Degree	JRCERT
Respiratory Care; A.S. Degree	Committee on Accreditation for Respiratory Care
Surgical Technology; A.S. Degree	Commission on Accreditation of Allied Health Education Programs

**CSCU Institution: Middlesex Community College**

<b>Accredited Academic Program</b>	<b>Accrediting Agency</b>
Early Childhood Education; A.S. Degree	National Association for the Education of Young Children
Ophthalmic Design & Dispensing; A.S. Degree	Commission on Opticianry Accreditation
Radiography; A.S. Degree	Joint Review Committee on Education in Radiologic Technology
Veterinary Technology; A.S. Degree	American Veterinary Medical Association

**CSCU Institution: Naugatuck Valley Community College**

<b>Accredited Academic Program</b>	<b>Accrediting Agency</b>
Automotive Technician; A.S. Degree	National Automotive Technicians Education Foundation
Drug and Alcohol Recovery Counselor; A.S. Degree	National Addiction Studies Accreditation Commission
Early Childhood Education; A.S. Degree	National Association for the Education of Young Children
Electronic Engineering Technology; A.S. Degree	Accreditation Board for Engineering and Technology (ABET)
Horticulture; A.S. Degree	National Association of Landscape Professionals
Mechanical Engineering Technology; A.S. Degree	ABET
Nursing; A.S. Degree	Accreditation Commission for Education in Nursing
Physical Therapy Assistant; A.S. Degree	Commission on Accreditation in Physical Therapy Education
Radiologic Technology; A.S. Degree	Joint Review Committee on Education in Radiologic Technology
Respiratory Therapist; A.S. Degree	Committee on Accreditation for Respiratory Care

**CSCU Institution: Northwestern Connecticut Community College**

<b>Accredited Academic Program</b>	<b>Accrediting Agency</b>
Early Childhood Education; A.S. Degree	National Association for the Education of Young Children

Medical Assisting; A.S. Degree	Commission on Accreditation of Allied Health Education Programs
Nursing; A.S. Degree	Accreditation Commission for Education in Nursing
<b>CSCU Institution: Northwestern Connecticut Community College (continued)</b>	
<b>Accredited Academic Program</b>	<b>Accrediting Agency</b>
Veterinary Technology; A.S. Degree	American Veterinary Medical Association
<b>CSCU Institution: Norwalk Community College</b>	
<b>Accredited Academic Program</b>	<b>Accrediting Agency (s)</b>
Early Childhood Education; A.S. Degree	National Association for the Education of Young Children
Legal Assistant; A.S. Degree	American Bar Association
Medical Assisting; Certificate	Commission on Accreditation of Allied Health Education Programs
Nursing; A.S. Degree	Accreditation Commission for Education in Nursing
Physical Therapy Assistant; A.S. Degree	Commission on Accreditation in Physical Therapy Education
Respiratory Care; A.S. Degree	Committee on Accreditation for Respiratory Care
Veterinary Technician; A.S. Degree	American Veterinary Medical Association
<b>CSCU Institution: Quinebaug Valley Community College</b>	
<b>Accredited Academic Program</b>	<b>Accrediting Agency</b>
Early Childhood Education; A.S. Degree	National Association for the Education of Young Children
Medical Assisting; A.S. Degree	Medical Assisting Education Review Board
<b>CSCU Institution: Three Rivers Community College</b>	
<b>Accredited Academic Program</b>	<b>Accrediting Agency</b>
Early Childhood Education; A.S. Degree	National Association for the Education of Young Children

Nursing; A.S. Degree	Accreditation Commission for Education in Nursing
<b>CSCU Institution: Tunxis Community College</b>	
<b>Accredited Academic Program</b>	<b>Accrediting Agency (s)</b>
Business Administration; A.S. Degree	Association to Advance Collegiate Schools of Business
Early Childhood Education; A.S. Degree	National Association for the Education of Young Children
Dental Assisting; Certificate	Commission on Dental Accreditation/American Dental Association
Dental Hygiene; A.S. Degree	Commission on Dental Accreditation/American Dental Association

## Grading System

All Community Colleges will use the same grading system as defined below:

Grade	Quality Points
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

Effective Spring 2001, the calculation of the Grade Point Average (GPA) shall be to two decimal places truncated.

The letter grades shown above, with an additional designator, shall also be used for grades awarded to students in developmental courses. The current practice is that a # symbol shall be added immediately following the grade.

### Posting of “F” Grades

The online grading process requires additional information whenever a grade of F is assigned. To record a failing grade, the instructor is asked to select one of the following codes:

- **F:** This grade is reserved for students who have, in the judgment of the instructor, completed assignments and/or course activities throughout the term sufficient to make a normal evaluation of academic performance possible, but who have failed to meet course objectives.
- **UF (unearned F):** This notation is awarded to students who were enrolled in a course, did not officially withdraw, but who failed to participate in course activities through the end of the term. It is used when, in the judgment of the instructor, completed assignments and/or course activities were insufficient to make normal evaluation of academic performance possible. Students who receive this notation will have reported on their behalf a “last date of participation” by the assigning faculty member. **When saved on the grade roster, this notation will immediately convert to a regular grade of F on the student’s transcript. It will be punitive and count in the GPA.** The UF notation is used for internal reporting and will not appear on the student’s transcript.

**In order to enter and save the UF grade notation, the instructor will be required to provide the last date of participation in the course.**

A student is considered to have participated in a course if ANY of the following scenarios apply:

- The student submitted an academic assignment.
- The student submitted an exam.
- There is a documented record of the student participating in an interactive tutorial or computer-assisted instruction.
- There is a documented posting by the student showing the student's participation in an online study group that was assigned as part of the course.
- There is a documented posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters.
- There exists an e-mail from the student or other documentation showing that the student initiated contact with a faculty member to ask a question about the academic subject studied in the course.

Note: **A Blackboard login** (recorded as "Last Access" in the Blackboard Grade Center) is NOT a valid "last date of participation" in any course including courses offered entirely online through Distance Education.

**Using the criteria listed above, the faculty member must assess whether or not the student participated in the course for a portion of the term.**

**If "yes", the UF notation must be entered with the date on which the most recent instance of participation occurred.**

**If "no", the UF notation must be entered using the date of the day prior to the term start date. For example, if the term begins on August 31, enter August 30.**

In instances where the notation of UF is assigned, the college must be able to document the student's participation as recorded by the instructor via the use of any of the records listed above. Instructors are not expected to take extraordinary efforts to document participation, but should draw on the records they customarily use in evaluating course work, such as gradebook posting, participation in a group activity, test grades or any other means ordinarily used by the instructor to document student performance.

## **Administrative Transcript Notations – Letters other than A-F**

### **AU - Audit**

An administrative transcript notation for students auditing a course. This status will allow them to participate in class activities without being required to meet the examination requirements of the course. A student who wishes to change from credit to audit status must request this within the first four weeks of the course, using such forms and procedures as the college may prescribe. Students auditing a course may not change to credit status.

### **I - Incomplete**

A temporary grade assigned by the faculty member when course work is missing and the student agrees to complete the requirements. The use and management of this grade is prescribed in Board of Trustees policy 3.5.1—Granting of an Incomplete, adopted July 23, 2001.

### **M - Maintaining Progress**

An administrative transcript notation used for developmental courses only to indicate that the student is maintaining progress. It may be given to a student for a course only twice.

### **P - Pass**

An administrative transcript notation for successful completion of courses taken on a pass/fail basis. Students failing will receive a grade of "F".

### **R - No Grade**

An optional administrative transcript notation for any situation where there is no grade reported by the instructor at the end of the traditional semester.

### **TR- Transfer**

An administrative transcript notation in lieu of grades for courses accepted for credit from other colleges and universities.

### **W – Withdrawal**

An administrative transcript notation used to indicate that a student is withdrawn from a course in accordance with the procedures prescribed by the college.

August 13, 2015

### **3.8 Satisfactory Progress**

#### **STATEMENT ON SATISFACTORY PROGRESS**

1. The grading system employed by each college should accurately reflect the academic achievement of the student. In order to ensure appropriate use of state resources available for the education of its citizens, each college will develop procedures to monitor satisfactory progress through its warning, probation and suspension policy.
2. This policy shall be applicable to all students enrolled for developmental and/or credit courses, no matter the number of credits for which they are enrolled.
3. No course may be repeated for credit more than twice. The highest grade received will be used in calculating the student's academic average. This does not apply to those courses that are designed to be repeated for additional credit.
4. Satisfactory completion of fifty percent of the credits attempted (this phrase means actual continued enrollment beyond the add/drop period) will be the minimum standard for good standing.
5. Students who have completed 11 or fewer credits whose Cumulative Grade Point Average (CGPA) falls below 1.5 will be given a written warning. Students who have completed between 12 and 30 credits inclusive whose CGPA falls below 1.7, and those who have completed 31 or more credits whose CGPA falls below 2.0, will be given a written notice that they are placed on academic probation.
6. Students placed on academic probation will be required to take a reduced course load for one semester.
7. Students who, after being placed on academic probation for one semester and after taking a reduced course load, fail to attain the required CGPA as shown above will be notified in writing that they are suspended for one semester.
8. After the period of suspension, students may be reinstated, either as regular or probationary students, upon application to the college.
9. An appeals process will be established by each college, which provides for due process.
10. College procedures will be included in appropriate publications and communications.

(Adopted October 17, 1993; amended January 28, 2002; amended February 23, 2004; amended September 20, 2004; amended February 14, 2005)

**Policy for Academic Honors for Community Colleges** BOR Approved 3/21/2013

**Policy for Academic Honors for Community Colleges**

WHEREAS, the Deans of Students and the academic officers of the community colleges have unanimously recommended revision of the policy on honors, be it

RESOLVED that the Community College Board of Trustees policy 3.21 Honors – Semester and Graduation is rescinded, and be it further

RESOLVED that the policy for Honors – Semester and Graduation stand as below:

**Honors - Semester and Graduation**

**Semester Honors**

1. Full-time students who are matriculated in a certificate or degree program and who successfully complete 12 or more credits of work in a semester with a grade point average of 3.4 or higher shall be recognized by having their names placed on a Dean's List.
2. Part-time students who are matriculated in a certificate or degree program are also eligible for such recognition when they have completed 12 or more credits of work with a cumulative grade point average of 3.4 or higher. They may be subsequently recognized at the completion of an additional 12 or more credits of work with a cumulative grade point average of 3.4 or higher, and at successive intervals of 12 credits.
3. A course Withdrawal or Incomplete shall make the student ineligible for Dean's List recognition that semester. Upon completion of the Incomplete, the student may be recognized retroactively.
4. Students who are in a probationary status are not eligible for Dean's List recognition, even if their cumulative grade point average might otherwise make them eligible.

**Graduation Honors**

Students with exemplary academic performance shall be recognized at graduation with the following designations, either in Latin or English, as the college may choose:

- Summa Cum Laude/Highest Honors for students with a 3.9 – 4.0 grade point average
- Magna Cum Laude/High Honors for students with a 3.7 – 3.89 grade point average
- Cum Laude/Honors for students with a 3.4 – 3.69 grade point average

Students with an Incomplete may become eligible retroactively for graduation honors upon completion of the course requirements, and recognition shall appear on the transcript, provided that the student has earned the required grade point average.

Grades received for developmental courses may be used to determine eligibility for semester honors. However, they cannot be used to determine eligibility for graduation honors.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

**Policy to Normalize Credit Hours for Associate and Baccalaureate Degree Programs**

**October 16, 2014**

**Whereas**, the Board of Regents believes that public postsecondary education institutions must be concerned with issues and practices affecting access and affordability; and

**Whereas**, the Board of Regents' efforts to advance affordability could be enhanced by the institutions normalizing the credit required for completing an associate and baccalaureate degree; and

**Whereas**, the Board of Regents recognizes that normalizing associate and baccalaureate degree credit hours may significantly reduce the time to obtain a degree for many students; and

**Whereas**, the Board of Regents endorses a rigorous system-wide review of academic programs to be undertaken in collaboration between the institution's president and chief academic officer to determine if there are any excess credit requirements within their degree programs; now

**Therefore, Be It Resolved** that the Board of Regents authorizes and instructs the ConnSCU System President to require each President and Chief Academic Officer of a college offering an Associate and/or a Baccalaureate degree to:

- 1) Develop and implement a review process for each Associate and Baccalaureate degree program with the goal of normalizing the number of credits at 60 and 120 credit hours respectively without compromising accreditation and certification requirements. The review should also include the identification of institution and department policies that might contribute to excess credit hours required for graduation.
- 2) The campus excess credit hour review process should include a multi-year phased strategy that allows for sufficient time for the campus review committees to thoroughly consider excess credit hours.
- 3) Provide compelling rationale to maintain Associate and/or Baccalaureate degree programs with more than 60 or 120 credit hours following the completion of a campus-based review. In addition to accreditation requirements extenuating circumstances might include industry requests, labs and first year experience programs.
- 4) Campus appeal to continue offering Associate and Baccalaureate degree programs with more than 60 or 120 credits respectively will be presented to the System President and Provost. Upon consultation with the Academic and Student Affairs Committee a final recommendation will be offered and forwarded to the Board of Regents.
- 5) Effective with the Board of Regents approval of this policy all new program proposals are expected to meet the 60 or 120 credit objective unless there is substantiating rationale for additional credits.
- 6) Develop a communication process so that students understand the consequences of taking credits beyond those required for graduation, and

**BR # 14-111**

1.12 Normalization of Credit Hours for Assoc. and Baccalaureate Degree Programs 14-111 2014-10-16

**Be It Further Resolved** that each affected campus will present its findings and recommendations to the System President and the Board of Regents for the initial set of academic programs with excess credit hours no later than completion of the fall semester, December 2016, and;

**Be it Further Resolved** that approved recommendations to normalize Associate and Baccalaureate degree programs to 60 and 120 credits be implemented, no later than with the entering freshmen class for fall 2017 or the entering class of students appropriate for the campus.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

## STAFF REPORT ACADEMIC AND STUDENT AFFAIRS COMMITTEE

### Item: Policy to Normalize Credit Hours for Associate and Baccalaureate Degree Programs

#### Background

In the past few years, there have been extensive studies on the topic of excess credits and efforts to normalize associate and baccalaureate degree credit hours. The studies include: Complete College America, *Wasting Time: Costs, Consequences, and Causes of Excess Credits and Time to Degree*; Georgetown University report *The High Price of Excess Credits: How New Approaches Could Help Students and Schools*; and the State University System of Florida, Office of Academic Programs Review, *Hours to Graduation: A National Survey of Credit Hours Required for Baccalaureate Degrees*. These studies have documented wide disparities in academic credits for degree completion. All three reports identified the importance for system and institutional leadership to begin a systemic review of degrees' credit requirements.

Many states including North Carolina, Florida, Texas, Louisiana, Virginia and Arizona have enacted legislation to regulate excess credit hours. Some states including Florida and Louisiana have eliminated state funding for excess credit hours. Georgia is exploring options to limit excess credit hours and encourage timely graduation.

The Lumina Foundation and the National Center for Higher Education Management Systems (NCHEMS) endorse the concept to reduce and eliminate excess credit hours. A Lumina report indicates "...the many reasons why students take excess credits and time to complete degree programs including change of majors, failing or withdrawing from courses, and working and attending school part-time. Other reasons have more to do with system, state or institutional policies, including degree requirements and transfer policies". A survey commissioned by Complete College America found that the number of credits required to complete a degree in many programs has increased over time. Among four-year degree programs, that trend has already begun to reverse itself, with many states and institutions pushing to return to the 120 credit norm. However, among two-year institutions the standard credit requirements still vary considerably. The Complete College America report goes on to state: "to improve completion and attainment rates, states, systems, and institutions can take action to make 120 credits the norm for a bachelor's degree and 60 credits the norm for an associate degree. There may be programs for which it makes sense to allow the requirements to exceed 120 or 60 credits, often because of accreditation, but the institutions should be required to make sound justification for those increased credit hours."

Reducing excess credit hours has the potential to provide multiple benefits to the student and the institution. These include:

1. Reducing excess credit hours may encourage timely graduation and allow students to enter the workforce more quickly, therefore increasing lifetime earning potential.
2. Reducing excess credit hours may reduce student cost.
3. Reducing excess credit hours may support increased collaboration between two and four year sector for the best practice for student transfer and articulation programs.
4. Reducing course sections that equate to excess credits may assist the institution to better manage classroom space.

Thus, it is appropriate for the Connecticut State College and University System and campus presidents and chief academic officers to consider the benefits to normalize associate degree programs to 60 credits and baccalaureate degree programs to 120 credits except in cases where accreditation requirements or other extenuating circumstances require additional credits for degree completion.

The recent Board of Regents approved policy for Academic Program Review provides context to assist the campus with the process to review academic programs. It is incumbent upon each campus to develop a strategy to either review each academic program for excess credits within the normal academic program review cycle or independent of the cycle for academic program review.

The campus based review should also take into consideration Board of Regents Transfer and Articulation policy. Where it makes sense the community colleges and the universities should seek agreement on the general education core courses for the majority of degree programs.

The process to review academic credit hours and to consider normalizing the number of credits for an associate and/or baccalaureate degree is campus-based and campus managed. The process should not infringe upon faculty governance or institutional management of the degree program, content, and curriculum. All decisions on curriculum and course content remain within the campus decision-making authority.

#### **RECOMMENDATION**

It is recommended that the Board of Regents consider approving the resolution.

5/14/2014 – Academic Council

10/2/2014 – Academic and Student Affairs Committee

10/16/2014 – Board of Regents

## Fall 2014 Headcount Enrollment by Age Group for Connecticut State Colleges & Unive

Sector / Institution	<18		18-19		20-21		22-
	N	Pct	N	Pct	N	Pct	N
<b>Community Colleges</b>	<b>2,465</b>	<b>4.5%</b>	<b>12,630</b>	<b>22.9%</b>	<b>9,686</b>	<b>17.6%</b>	<b>8,796</b>
Asnuntuck	141	8.8%	384	24.0%	284	17.7%	220
Capital	171	4.2%	515	12.6%	291	7.1%	708
Gateway	503	6.1%	1,752	21.4%	1,399	17.1%	1,258
Housatonic	144	2.7%	1,019	19.3%	964	18.2%	942
Manchester	258	3.5%	2,022	27.7%	1,532	21.0%	1,135
Middlesex	113	3.8%	715	23.8%	538	17.9%	477
Naugatuck Valley	284	4.0%	1,824	25.7%	1,339	18.9%	1,152
Northwestern Connecticut	182	11.3%	315	19.5%	263	16.3%	199
Norwalk	236	3.7%	1,416	22.3%	1,217	19.1%	1,119
Quinebaug Valley	82	4.4%	464	24.6%	322	17.1%	247
Three Rivers	200	4.4%	1,077	23.8%	700	15.5%	629
Tunxis	151	3.6%	1,127	26.9%	837	20.0%	710

Students exclusively auditing courses are not included in these counts

Data Source: IPEDS Data Center

Headcount by Age was an optional report for F2014 thus data for WCSU and NVCC comes from their respective

Prepared by the CT Board of Regents Office of Policy and Research, June 15, 2015

Universities

24	25-29		30-34		35-39		40-49		50-
Pct	N	Pct	N	Pct	N	Pct	N	Pct	N
<b>15.9%</b>	<b>7,692</b>	13.9%	<b>4,251</b>	<b>7.7%</b>	<b>2,899</b>	<b>5.3%</b>	<b>3,873</b>	<b>7.0%</b>	<b>2,124</b>
13.7%	187	<b>11.7%</b>	97	6.1%	72	4.5%	117	7.3%	83
17.4%	732	18.0%	494	12.1%	374	9.2%	447	11.0%	38
15.3%	1,153	14.1%	666	8.1%	425	5.2%	615	7.5%	378
17.8%	783	14.8%	429	8.1%	296	5.6%	417	7.9%	239
15.5%	917	12.6%	451	6.2%	286	3.9%	380	5.2%	273
15.9%	403	13.4%	207	6.9%	137	4.6%	233	7.8%	150
16.2%	956	13.5%	485	6.8%	343	4.8%	459	6.5%	232
12.3%	163	10.1%	83	5.1%	78	4.8%	115	7.1%	94
17.6%	935	14.7%	488	7.7%	294	4.6%	371	5.8%	262
13.1%	267	14.2%	143	7.6%	118	6.3%	146	7.8%	71
13.9%	656	14.5%	424	9.4%	277	6.1%	360	7.9%	187
16.9%	540	12.9%	284	6.8%	199	4.7%	213	5.1%	117

IR Offices

.64	>=65		Age Unknown		Grand Total		
	Pct	N	Pct	N	Pct	N	
	<b>3.9%</b>	<b>723</b>	<b>1.3%</b>	<b>15</b>	<b>0.0%</b>	<b>55,154</b>	<b>100.0%</b>
	5.2%	18	1.1%	-	0.0%	1,603	100.0%
	0.9%	305	7.5%	-	0.0%	4,075	100.0%
	4.6%	51	0.6%	-	0.0%	8,200	100.0%
	4.5%	53	1.0%	-	0.0%	5,286	100.0%
	3.7%	46	0.6%	-	0.0%	7,300	100.0%
	5.0%	32	1.1%	-	0.0%	3,005	100.0%
	3.3%	28	0.4%	-	0.0%	7,102	100.0%
	5.8%	122	7.6%	-	0.0%	1,614	100.0%
	4.1%	25	0.4%	-	0.0%	6,363	100.0%
	3.8%	8	0.4%	15	0.8%	1,883	100.0%
	4.1%	20	0.4%	-	0.0%	4,530	100.0%
	2.8%	15	0.4%	-	0.0%	4,193	100.0%

**Connecticut State Colleges & Universities (ConnSCU) Fall Headcount Enrollment by Gender**

Community Colleges			
Year	Gender	N	%
2010	Male	23,538	40.4%
	Female	34,715	59.6%
	Total	58,253	
2011	Male	23,360	40.5%
	Female	34,314	59.5%
	Total	57,674	
2012	Male	23,703	40.7%
	Female	34,525	59.3%
	Total	58,228	
2013	Male	23,577	41.4%
	Female	33,400	58.6%
	Total	56,977	
2014	Male	25,013	43.6%
	Female	32,333	56.4%
	Total	57,346	

Data Source: IPEDS Data Center

Prepared by the CT Board of Regents Office of Policy and Research, June 15, 2015

Fall 2017 Headcount Enrollment by Race/Ethnicity for Connecticut State Community Colleges

	Fall 2017 Enrollment (Headcount) by Race/Ethnicity																		Community Colleges	
	American Indian or Alaskan Native		Asian		African American or Black		Hispanic or Latino		Native Hawaiian or other Pacific Islander		White		Two or more races		Non-Resident Alien		Race/ Ethnicity Unknown			
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
<b>Community Colleges</b>	108	0.2%	1888	3.8%	8615	17.4%	12527	25.4%	74	0.1%	22962	46.5%	1236	2.5%	262	0.5%	1705	3.5%	49377	100%
<b>Asnuntuck</b>	5	0.3%	47	2.5%	336	18.0%	238	12.7%	3	0.2%	1160	62.0%	49	2.6%	.	.	32	1.7%	1870	100%
<b>Capital</b>	5	0.2%	156	4.8%	1153	35.1%	971	29.6%	4	0.1%	655	20.0%	70	2.1%	1	0.0%	267	8.1%	3282	100%
<b>Gateway</b>	11	0.2%	282	4.0%	1740	24.8%	1811	25.8%	9	0.1%	2731	38.9%	194	2.8%	63	0.9%	174	2.5%	7015	100%
<b>Housatonic</b>	8	0.2%	150	2.9%	1610	31.3%	1714	33.4%	7	0.1%	1477	28.7%	88	1.7%	13	0.3%	71	1.4%	5138	100%
<b>Manchester</b>	13	0.2%	329	5.2%	1113	17.6%	1305	20.6%	4	0.1%	3113	49.2%	142	2.2%	5	0.1%	297	4.7%	6321	100%
<b>Middlesex</b>	3	0.1%	88	3.3%	248	9.3%	516	19.3%	2	0.1%	1685	62.9%	76	2.8%	.	.	61	2.3%	2679	100%
<b>Naugatuck Valley</b>	14	0.2%	197	3.1%	683	10.7%	1945	30.5%	16	0.3%	3079	48.3%	155	2.4%	22	0.3%	262	4.1%	6373	100%
<b>Northwestern CT</b>	2	0.2%	29	2.2%	26	2.0%	117	9.0%	3	0.2%	1045	80.7%	24	1.9%	.	.	49	3.8%	1295	100%
<b>Norwalk</b>	8	0.1%	245	4.2%	979	16.8%	2149	36.8%	8	0.1%	2006	34.4%	96	1.6%	128	2.2%	217	3.7%	5836	100%
<b>Quinebaug Valley</b>	7	0.5%	27	1.8%	53	3.5%	235	15.4%	4	0.3%	1123	73.7%	34	2.2%	2	0.1%	39	2.6%	1524	100%
<b>Three Rivers</b>	28	0.7%	181	4.3%	352	8.4%	694	16.6%	10	0.2%	2588	61.8%	213	5.1%	10	0.2%	111	2.7%	4187	100%
<b>Tunxis</b>	4	0.1%	157	4.1%	322	8.3%	832	21.6%	4	0.1%	2300	59.6%	95	2.5%	18	0.5%	125	3.2%	3857	100%

### **3.8.1 Fresh Start**

1. Colleges shall have a policy, called Fresh Start, which will allow students who have not attended college for a period of two or more years and who have a poor academic record to refresh their Grade Point Average (GPA) and develop a more favorable academic record. Students accepted for enrollment under Fresh Start will meet with a designated college official to determine their academic status for re-entry into the college.

2. All grades previously earned will remain on the student's transcript. The semesters for which Fresh Start is invoked will include a transcript symbol indicating that the policy is in effect. The original GPA will not be included in any subsequent computation of the new GPA. If the Fresh Start option is approved, the student will receive credit for courses with a grade of C-minus or above, including "P" (Pass).

1. The Fresh Start option can be used only once.

2. The Fresh Start option does not apply to any completed degree or certificate.

3. A student must complete a minimum of 15 credits after returning to college under the Fresh Start option to be eligible for a degree or certificate, and for graduation honors.

4. Each college is responsible for developing its own procedures for managing Fresh Start, including where and how the student applies, what forms are used, who approves the application, and how the student's progress is monitored.

(Adopted July 28, 2003; Amended June 19, 2006)

<b>Count of Empl Rcd#</b>	<b>Column Labels</b>				
<b>Row Labels</b>	<b>Asnuntuck CC</b>	<b>Capital CC</b>	<b>Gateway CC</b>	<b>Housatonic CC</b>	<b>Manchester CC</b>
Assoc Prof	5	14	21	17	15
ASST Prof	4	21	10	17	19
FT Lecturer	2	1	3	1	1
Instructor	2	1	7	14	9
Professor	11	26	61	31	56
PT Lecturer	171	195	455	295	404
<b>Grand Total</b>	<b>195</b>	<b>258</b>	<b>557</b>	<b>375</b>	<b>504</b>

Middlesex CC	Naugatuck CC	Northwestern CC	Norwalk CC	Quinebaug CC	Three Rivers CC	Tunxis CC
12	20	4	10	4	9	8
7	12	9	11	3	5	4
1	2		2		14	3
	6	2	4	2	3	1
24	58	13	65	18	37	42
176	402	94	394	117	259	286
<b>220</b>	<b>500</b>	<b>122</b>	<b>486</b>	<b>144</b>	<b>327</b>	<b>344</b>

**Grand Total**

139

122

30

51

442

3248

**4032**

**Community College of Connecticut**

**SCHEDULE 1**

**Consolidation Recaps - Incls all Employees exc Teaching Faculty**

\$ Amounts Include Salaries and Fringe Benefits

**PRELIMINARY DRAFT**

**CURRENT STATE**

**Current Campus Structure Dollars**

<u>Department/Positions</u>	<u>TOTAL</u>
Academic Affairs	44,904,384
Administrative Services	8,815,827
Advanced Manufacturing	2,828,688
Comm and Econ Dev	574,913
Continuing Education	7,615,632
Corporate Media	200,623
Danbury Campus	564,220
Facilities/Maintenance	17,460,641
Finance	11,098,332
Foundation/Dev/Inst'l Adv	2,683,349
Grants	160,411
Human Resources/Payroll	7,543,694
Information Technology	14,350,378
Institutional Research	2,660,013
Marketing	4,203,095
President's Office	6,249,782
Public Safety	5,119,073
Student Affairs	42,359,306
<b>Total</b>	<b>179,392,360</b>

**Current Campus Structure FTE Headcount**

<u>Department/Positions</u>	<u>TOTAL</u>
Academic Affairs	486.3
Administrative Services	64.1
Advanced Manufacturing	28.3
Comm and Econ Dev	5.8
Continuing Education	76.4
Corporate Media	2.5
Danbury Campus	5.9
Facilities/Maintenance	182.4
Finance	85.5
Foundation/Dev/Inst'l Adv	24.4
Grants	3.0
Human Resources/Payroll	57.8
Information Technology	114.1
Institutional Research	22.8
Marketing	36.2
President's Office	34.5
Public Safety	38.9
Student Affairs	374.8
<b>Total</b>	<b>1,643.7</b>

**Community College of Connecticut**

**SCHEDULE 2**

**Consolidation Recaps - Incls all Employees exc Teaching Faculty**

\$ Amounts Include Salaries and Fringe Benefits

**PRELIMINARY DRAFT**

**INTERIM STEP**

**Reorganization Impact to Campus - Dollars**

<u>Department/Positions</u>	<u>TOTAL</u>
Academic Affairs	(634,266)
Administrative Services	(8,499,666)
Advanced Manufacturing	-
Comm and Econ Dev	-
Continuing Education	(964,589)
Corporate Media	-
Danbury Campus	-
Facilities/Maintenance	(1,717,161)
Finance	(11,098,332)
Foundation/Dev/Inst'l Adv	-
Grants	-
Human Resources/Payroll	(7,379,465)
Information Technology	(4,193,014)
Institutional Research	(2,660,013)
Marketing	(4,045,600)
President's Office	(6,249,782)
Public Safety	-
Student Affairs	(190,794)
<b>Total</b>	<b>(47,632,681)</b>

**Reorganization Impact to Campus - FTE Headcount**

<u>Department/Positions</u>	<u>TOTAL</u>
Academic Affairs	(5.1)
Administrative Services	(64.1)
Advanced Manufacturing	-
Comm and Econ Dev	-
Continuing Education	(6.2)
Corporate Media	-
Danbury Campus	-
Facilities/Maintenance	(14.7)
Finance	(85.5)
Foundation/Dev/Inst'l Adv	-
Grants	-
Human Resources/Payroll	(56.8)
Information Technology	(28.8)
Institutional Research	(22.8)
Marketing	(34.8)
President's Office	(34.5)
Public Safety	-
Student Affairs	(2.3)
<b>Total</b>	<b>(355.7)</b>

**Community College of Connecticut**

**SCHEDULE 3**

**Consolidation Recaps - Incls all Employees exc Teaching Faculty**

\$ Amounts Include Salaries and Fringe Benefits

**PRELIMINARY DRAFT**

**INTERIM STEP**

**Campus Subtotals (before new positions) - Dollars**

<u>Department/Positions</u>	<u>TOTAL</u>
Academic Affairs	44,270,118
Administrative Services	316,161
Advanced Manufacturing	2,828,688
Comm and Econ Dev	574,913
Continuing Education	6,651,044
Corporate Media	200,623
Danbury Campus	564,220
Facilities/Maintenance	15,743,480
Finance	-
Foundation/Development	2,683,349
Grants	160,411
Human Resources	164,229
Information Technology	10,157,363
Institutional Research	-
Marketing	157,495
President's Office	-
Public Safety	5,119,073
Student Affairs	42,168,512
<b>Total</b>	<b>131,759,679</b>

**Campus Subtotals (before new positions) - FTE Headcount**

<u>Department/Positions</u>	<u>TOTAL</u>
Academic Affairs	481.2
Administrative Services	-
Advanced Manufacturing	28.3
Comm and Econ Dev	5.8
Continuing Education	70.2
Corporate Media	2.5
Danbury Campus	5.9
Facilities/Maintenance	167.8
Finance	-
Foundation/Dev/Inst'l Adv	24.4
Grants	3.0
Human Resources	1.0
Information Technology	85.3
Institutional Research	-
Marketing	1.3
President's Office	-
Public Safety	38.9
Student Affairs	372.5
<b>Total</b>	<b>1,288.0</b>

Consolidation Recaps - Incls all Employees exc Teaching Faculty

\$ Amounts Include Salaries and Fringe Benefits

PRELIMINARY DRAFT

INTERIM STEP

New Positions Added - Dollars

<u>Department/Positions</u>	<u>Campuses</u>	<u>Institution</u>	<u>SUBTOTAL</u>	<u>From SO *</u>	<u>TOTAL</u>
Academic Affairs	-	551,250	551,250	-	551,250
Administrative Services	7,540,313	262,500	7,802,813	479,828	8,282,640
Advanced Manufacturing	-	-	-	-	-
Comm and Econ Dev	-	-	-	-	-
Continuing Education	-	-	-	-	-
Corporate Media	-	-	-	-	-
Danbury Campus	-	-	-	-	-
Facilities/Maintenance	-	140,000	140,000	-	140,000
Finance	2,983,203	1,006,250	3,989,453	1,126,913	5,116,367
Foundation/Dev/Inst'l Adv	1,373,203	-	1,373,203	-	1,373,203
Grants	-	-	-	-	-
Human Resources/Payroll	-	4,200,000	4,200,000	-	4,200,000
Information Technology	-	-	-	7,682,220	7,682,220
Institutional Research	-	1,443,750	1,443,750	-	1,443,750
Marketing	1,969,707	262,500	2,232,207	-	2,232,207
President's Office	638,750	1,697,500	2,336,250	-	2,336,250
Public Safety	-	262,500	262,500	-	262,500
Student Affairs	-	-	-	201,250	201,250
<b>Total</b>	<b>14,505,176</b>	<b>9,826,250</b>	<b>24,331,426</b>	<b>9,490,211</b>	<b>33,821,637</b>

New Positions Added - FTE Headcount

<u>Department/Positions</u>	<u>Campuses</u>	<u>Institution</u>	<u>SUBTOTAL</u>	<u>From SO *</u>	<u>TOTAL</u>
Academic Affairs	-	3.0	3.0	-	3.0
Administrative Services	48.0	1.0	49.0	8.0	57.0
Advanced Manufacturing	-	-	-	-	-
Comm and Econ Dev	-	-	-	-	-
Continuing Education	-	-	-	-	-
Corporate Media	-	-	-	-	-
Danbury Campus	-	-	-	-	-
Facilities/Maintenance	-	1.0	1.0	-	1.0
Finance	24.0	6.0	30.0	8.0	38.0
Foundation/Dev/Inst'l Adv	12.0	-	12.0	-	12.0
Grants	-	-	-	4.0	4.0
Human Resources/Payroll	-	48.0	48.0	-	48.0
Information Technology	-	-	-	41.0	41.0
Institutional Research	-	11.0	11.0	-	11.0
Marketing	22.0	2.0	24.0	-	24.0
President's Office	7.0	7.0	14.0	-	14.0
Public Safety	-	1.0	1.0	-	1.0
Student Affairs	-	-	-	1.0	1.0
<b>Total</b>	<b>113.0</b>	<b>80.0</b>	<b>193.0</b>	<b>62.0</b>	<b>255.0</b>

\* Note: These represent employees in System Office who support only the Community Colleges; they will become a part of the single college structure, supervised by the college's management.

**Community College of Connecticut**  
**Consolidation Recaps - Incls all Employees exc Teaching Faculty**

**SCHEDULE 5**

\$ Amounts Include Salaries and Fringe Benefits

**PRELIMINARY DRAFT**

**FUTURE STATE**

**FUTURE STATE NEW ORGANIZATION - Dollars**

<u>Department/Positions</u>	<u>Campuses</u>	<u>Institution</u>	<u>SUBTOTAL</u>	<u>From SO *</u>	<u>TOTAL</u>	<b>Delta Excluding System Office</b>
Academic Affairs	44,270,118	551,250	44,821,368	-	44,821,368	(83,016)
Administrative Services	7,856,473	262,500	8,118,973	479,828	8,598,801	(696,854)
Advanced Manufacturing	2,828,688	-	2,828,688	-	2,828,688	-
Comm and Econ Dev	574,913	-	574,913	-	574,913	-
Continuing Education	6,651,044	-	6,651,044	-	6,651,044	(964,589)
Corporate Media	200,623	-	200,623	-	200,623	-
Danbury Campus	564,220	-	564,220	-	564,220	-
Facilities/Maintenance	15,743,480	140,000	15,883,480	-	15,883,480	(1,577,161)
Finance	2,983,203	1,006,250	3,989,453	1,126,913	5,116,367	(7,108,879)
Foundation/Dev/Inst'l Adv	4,056,552	-	4,056,552	-	4,056,552	1,373,203
Grants	160,411	-	160,411	-	160,411	-
Human Resources/Payroll	164,229	4,200,000	4,364,229	-	4,364,229	(3,179,465)
Information Technology	10,157,363	-	10,157,363	7,682,220	17,839,583	(4,193,014)
Institutional Research	-	1,443,750	1,443,750	-	1,443,750	(1,216,263)
Marketing	2,127,202	262,500	2,389,702	-	2,389,702	(1,813,393)
President's Office	638,750	1,697,500	2,336,250	-	2,336,250	(3,913,532)
Public Safety	5,119,073	262,500	5,381,573	-	5,381,573	262,500
Student Affairs	42,168,512	-	42,168,512	201,250	42,369,762	(190,794)
<b>Total</b>	<b>146,264,855</b>	<b>9,826,250</b>	<b>156,091,105</b>	<b>9,490,211</b>	<b>165,581,316</b>	<b>(23,301,255)</b>

**FUTURE STATE NEW ORGANIZATION - FTE Headcount**

<u>Department/Positions</u>	<u>Campuses</u>	<u>Institution</u>	<u>SUBTOTAL</u>	<u>From SO *</u>	<u>TOTAL</u>	<b>Delta Excluding System Office</b>
Academic Affairs	427.0	3.0	430.0	-	430.0	(56.3)
Administrative Services	48.0	1.0	49.0	8.0	57.0	(15.1)
Advanced Manufacturing	28.3	-	28.3	-	28.3	-
Comm and Econ Dev	5.8	-	5.8	-	5.8	-
Continuing Education	70.2	-	70.2	-	70.2	(6.2)
Corporate Media	2.5	-	2.5	-	2.5	-
Danbury Campus	5.9	-	5.9	-	5.9	-
Facilities/Maintenance	167.8	1.0	168.8	-	168.8	(13.7)
Finance	24.0	6.0	30.0	8.0	38.0	(55.5)
Foundation/Dev/Inst'l Adv	36.4	-	36.4	-	36.4	12.0
Grants	3.0	-	3.0	4.0	7.0	-
Human Resources/Payroll	1.0	48.0	49.0	-	49.0	(8.8)
Information Technology	85.3	-	85.3	41.0	126.3	(28.8)
Institutional Research	-	11.0	11.0	-	11.0	(11.8)
Marketing	23.3	2.0	25.3	-	25.3	(10.8)
President's Office	7.0	7.0	14.0	-	14.0	(20.5)
Public Safety	38.9	1.0	39.9	-	39.9	1.0
Student Affairs	372.5	-	372.5	1.0	373.5	(2.3)
<b>Total</b>	<b>1,346.7</b>	<b>80.0</b>	<b>1,426.7</b>	<b>62.0</b>	<b>1,488.7</b>	<b>(217.0)</b>

\* Note: These represent employees in System Office who support only the Community Colleges; they will become a part of the single college structure, supervised by the college's management.

**CONNECTICUT COMMUNITY COLLEGES - 5 YEAR PROJECTIONS**

Schedule 6

**IF WE DO NOTHING**

2/12/2018

\$ millions

	<b>FY17</b>	<b>FY18</b>					
	<b>Final</b>	<b>Projection</b>	<b>FY19 Est</b>	<b>FY20 Est</b>	<b>FY21 Est</b>	<b>FY22 Est</b>	<b>Comments</b>
State Funding	157.4	143.8	140.3	140.3	140.3	140.3	FY19 per Governor's mid term report
State Fringe Benefits	118.8	115.8	115.7	118.6	121.6	124.6	Same % recoupment as FY18 Projections (includes a 2.5% increase per year)
State Funding Operating Funds	8.5	8.4	8.4	8.4	8.4	8.4	Assume flat funding (developmental education & outcomes based funding)
Tuition and Fees	175.4	179.1	181.3	183.6	185.9	188.2	Assume tuition/fee rate increase 2.5% and enrollment decline 1.25% (net 1.25%)
Other	6.3	5.8	5.8	5.8	5.8	5.8	Flat
<b>Total Revenue</b>	<b>466.4</b>	<b>452.8</b>	<b>451.5</b>	<b>456.6</b>	<b>461.9</b>	<b>467.2</b>	
Salaries and Wages	244.2	240.1	240.1	240.1	240.1	253.3	Assumes flat wages until FY21, then 5.5% increases thereafter
Fringe Benefits	142.8	146.6	150.3	154.0	157.9	170.7	Assumes 2.5% rate increase per year
Institutional Aid & Waivers	22.3	23.6	23.9	24.2	24.5	24.8	Increases along with tuition and fees
Other	47.5	49.9	49.9	49.9	49.9	49.9	Flat
<b>Total Expenses</b>	<b>456.9</b>	<b>460.2</b>	<b>464.1</b>	<b>468.2</b>	<b>472.3</b>	<b>498.7</b>	
<b>Net Results</b>	<b>9.5</b>	<b>(7.4)</b>	<b>(12.7)</b>	<b>(11.6)</b>	<b>(10.4)</b>	<b>(31.4)</b>	
<b>Unrestricted Reserves</b>	<b>45.7</b>	<b>38.4</b>	<b>25.7</b>	<b>14.1</b>	<b>3.7</b>	<b>(27.7)</b>	Erodes and goes negative by FY2022

**CONNECTICUT COMMUNITY COLLEGES - 5 YEAR PROJECTIONS**

**LAYERING IN STUDENTS FIRST -**

2/12/2018

\$ millions

	<b>FY17</b>	<b>FY18</b>					
	<b>Final</b>	<b>Budget - Revised</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>Comments</b>
State Funding	157.4	143.8	140.3	140.3	140.3	140.3	
State Fringe Benefits	118.8	115.8	115.7	118.6	121.6	124.6	
State Funding Operating Funds	8.5	8.4	8.4	8.4	8.4	8.4	
Tuition and Fees	175.4	179.1	181.3	183.6	185.9	188.2	
Other	6.3	5.8	5.8	5.8	5.8	5.8	
<b>Total Revenue</b>	<b>466</b>	<b>453</b>	<b>451</b>	<b>457</b>	<b>462</b>	<b>467</b>	
Salaries and Wages	244.2	240.1	240.1	240.1	240.1	253.3	
Fringe Benefits	142.8	146.6	150.3	154.0	157.9	170.7	
<b>SAVINGS</b>	-	-	<b>(3.7)</b>	<b>(6.2)</b>	<b>(15.3)</b>	<b>(25.2)</b>	Layer in Students First savings (\$50.5M cum over the period)
Institutional Aid & Waivers	22.3	23.6	23.9	24.2	24.5	24.8	
Other	48	50	50	50	50	50	
<b>Total Expenses</b>	<b>456.9</b>	<b>460.2</b>	<b>460.4</b>	<b>461.9</b>	<b>457.1</b>	<b>473.5</b>	
<b>Net Results</b>	<b>9.5</b>	<b>(7.4)</b>	<b>(8.9)</b>	<b>(5.3)</b>	<b>4.8</b>	<b>(6.2)</b>	Mitigates losses; turns positive in F21. FY22 SEBAC increases recognized
<b>Unrestricted Reserves</b>	<b>45.7</b>	<b>38.4</b>	<b>29.4</b>	<b>24.1</b>	<b>28.9</b>	<b>22.7</b>	

**COMMUNITY COLLEGE of CONNECTICUT (CCC)**  
**Critical Success Factors**

Goals	Activities	Metrics
<p><b>STUDENT SUCCESS</b>            Provide excellent educational experiences to prepare students for advancement to four-year institutions or for career readiness / enhancement.</p>	CCC will provide excellent educational experiences to prepare students for advancement to four-year institutions or for career readiness	<ul style="list-style-type: none"> <li>• % students enrolled in <math>\geq 15</math> credits in one semester (fall or spring)</li> <li>• % of students enrolled in <math>\geq 30</math> credits in one year (fall, spring, summer)</li> <li>• % of students enrolled in distance-learning courses</li> <li>• % of students passing developmental English or Math courses in their first year (fall, spring, and summer)</li> <li>• % of students completing gateway English or Math courses with a C or better</li> <li>• Number of tutoring sessions offered in one year (fall, spring, summer)</li> <li>• % of students retained fall-to-spring and fall-to-fall</li> <li>• % of credential-seeking students who complete a degree or certificate within 3 years of initial enrollment.</li> </ul>
	Students in career-focused programs are well-prepared for work, and programs demonstrate marketable quality.	<ul style="list-style-type: none"> <li>• Employer satisfaction with student preparation survey (data currently not available)</li> <li>• Number of focused workforce development programs validated by local / regional labor data for high-demand jobs.</li> <li>• Seek/maintain accreditation for career-focused programs, i.e., nursing.</li> </ul>
	CCC sustains an excellent reputation in transfer preparation.	<ul style="list-style-type: none"> <li>• Number of articulation agreements</li> <li>• Top ten 4-year institutions students transfer into.</li> </ul>
	CCC expands support of faculty development to advance teaching and learning.	<ul style="list-style-type: none"> <li>• Number of Center for Teaching events</li> <li>• Number of professional development days.</li> </ul>
	Establish clear, goal-oriented process to evaluate academic programs.	<ul style="list-style-type: none"> <li>• Systematically evaluate all certificate and degree programs to determine their relevance.</li> </ul>
	Engage and inspire faculty innovation.	<ul style="list-style-type: none"> <li>• # of faculty and staff attended professional development by type (conference, workshop, courses, etc.),</li> <li>• # of curriculum change requests (new, modify, termination),</li> <li>• Percentage of faculty who have completed Teaching Effectiveness Certificate Program.</li> </ul>

**COMMUNITY COLLEGE of CONNECTICUT (CCC)**  
**Critical Success Factors**

Goals	Activities	Metrics
<p><b>IMAGE</b>            College of choice; promote the value and recognition of The Community College of Connecticut (CCC) and the CSCU as excellent venues to achieve educational goals.</p>	<p><b>Increase Marketing Efforts -</b>            Continue to create a paradigm shift – that CCC is a legitimate choice for college, not a last resort; it is for successful students as well as for students needing remedial help; it’s a responsible financial choice that reduces college debt; that transferring to 4-yr college is straightforward with no loss of credit.</p>	<ul style="list-style-type: none"> <li>• % increase of enrollment of credit first year and transfer broken out by traditional students (up to age 21) and adults (22 and older), by semester, and by part-time and full-time</li> <li>• # of students who successfully transfer (if access to additional data from National Clearing House is allowed, add successful completion of Bachelor’s degree)</li> <li>• % increase of enrollment of non-credit students</li> <li>• Data gathered on 15 credit/semester students (enrollment, retention, eventually graduation)</li> <li>• Graduate Survey (specific questions only)</li> <li>• Applicant yield rate</li> <li>• College Career Pathway Enrollment</li> </ul>
	<p><b>Optimize academic programs with a student-centered approach</b> including making offerings more convenient to students, respond quickly to job market trends and future forecasts, and full-time career counseling.</p>	<ul style="list-style-type: none"> <li>• Graduate Survey</li> <li>• Data gathered on 15 credit/semester students (enrollment, retention, eventually graduation)</li> <li>• Percentage of students taking online classes by term</li> </ul>
	<p><b>Strong regional socio-economic opportunities</b> – Make CCC an acknowledged and trusted resource for the business and industry community to partner in creating strong regional socio-economic opportunities.</p>	<ul style="list-style-type: none"> <li>• Annual numbers and donations to individual College Foundations by area businesses</li> <li>• Measure numbers and types of connections with businesses (large and small) – not yet available - need comprehensive list of all businesses involved in all departments/divisions through advisory boards, committees, internships, etc.</li> </ul>

State Code of Ethics for Public Officials

[http://www.ct.gov/ethics/lib/ethics/guides/2016/public\\_officials\\_and\\_state\\_employees\\_guide\\_rev\\_2016.pdf](http://www.ct.gov/ethics/lib/ethics/guides/2016/public_officials_and_state_employees_guide_rev_2016.pdf)

Codes of Conduct for Regents Employees and Volunteers

Student Code of Conduct

<http://www.ct.edu/files/policies/5.1%20StudentCodeofConduct.pdf>

Financial Aid Policy, Philosophy, and Code of Conduct for CSCU Community Colleges -

<http://www.ct.edu/files/policies/5.9%20Financial%20Aid%20Policy%20Philosophy%20Code%20of%20Conduct%20Community%20Colleges.pdf>

Family Educational Rights and Privacy Act [https://www.ecfr.gov/cgi-bin/text-idx?SID=6cf6a13718d882722093bb967c9cf6a0&tpl=/ecfrbrowse/Title34/34cfr99\\_main\\_02.tpl](https://www.ecfr.gov/cgi-bin/text-idx?SID=6cf6a13718d882722093bb967c9cf6a0&tpl=/ecfrbrowse/Title34/34cfr99_main_02.tpl)

General Statutes §§ 1-79 to 1-90a

[https://www.cga.ct.gov/current/pub/chap\\_010.htm#sec\\_1-79](https://www.cga.ct.gov/current/pub/chap_010.htm#sec_1-79)

State Human Rights and Opportunities, Conn. Gen. Stat 46a-51 through 46a-125

[https://www.cga.ct.gov/current/pub/title\\_46a.htm](https://www.cga.ct.gov/current/pub/title_46a.htm)

State Freedom of Information Act,

<http://www.ct.gov/foi/cwp/view.asp?a=4163&Q=507660>

State Record Retention and Disposition

<https://ctstatelibrary.org/publicrecords/state>

Connecticut Executive Order No. 16, issued by Governor John G. Rowland on

August 4, 1999 <http://www.ct.gov/opm/lib/opm/olr/wpv/exc16.pdf>

BOR Affirmative Action Policy Statements

<http://www.ct.edu/files/policies/4.5%20Affirmative%20Action%20Policy%20Statement.pdf>

BOR Consensual Relationships Policy

<http://www.ct.edu/files/policies/4.3%20Consensual%20Relationships%20Policy.pdf>

BOR Ethics Statement

<http://www.ct.edu/files/policies/4.7%20Ethics%20Statement.pdf>

BOR Family Educational Rights and Privacy Act Notice and Directory Information Policy

<http://www.ct.edu/files/policies/2.2%20FERPA%20and%20Directory%20Info.pdf>

BOR Human Resources Policy Manual

<http://www.ct.edu/files/policies/4.8%20HR%20Policies%20for%20Mgmt%20Conf%20Employees.pdf>

BOR IT Acceptable Use Policy

<http://www.ct.edu/files/policies/5.3.a%20Acceptable%20Use%20IT-001.pdf>

BOR Nepotism in Employment Policy

<http://www.ct.edu/files/policies/4.6%20Nepotism%20in%20Employment.pdf>

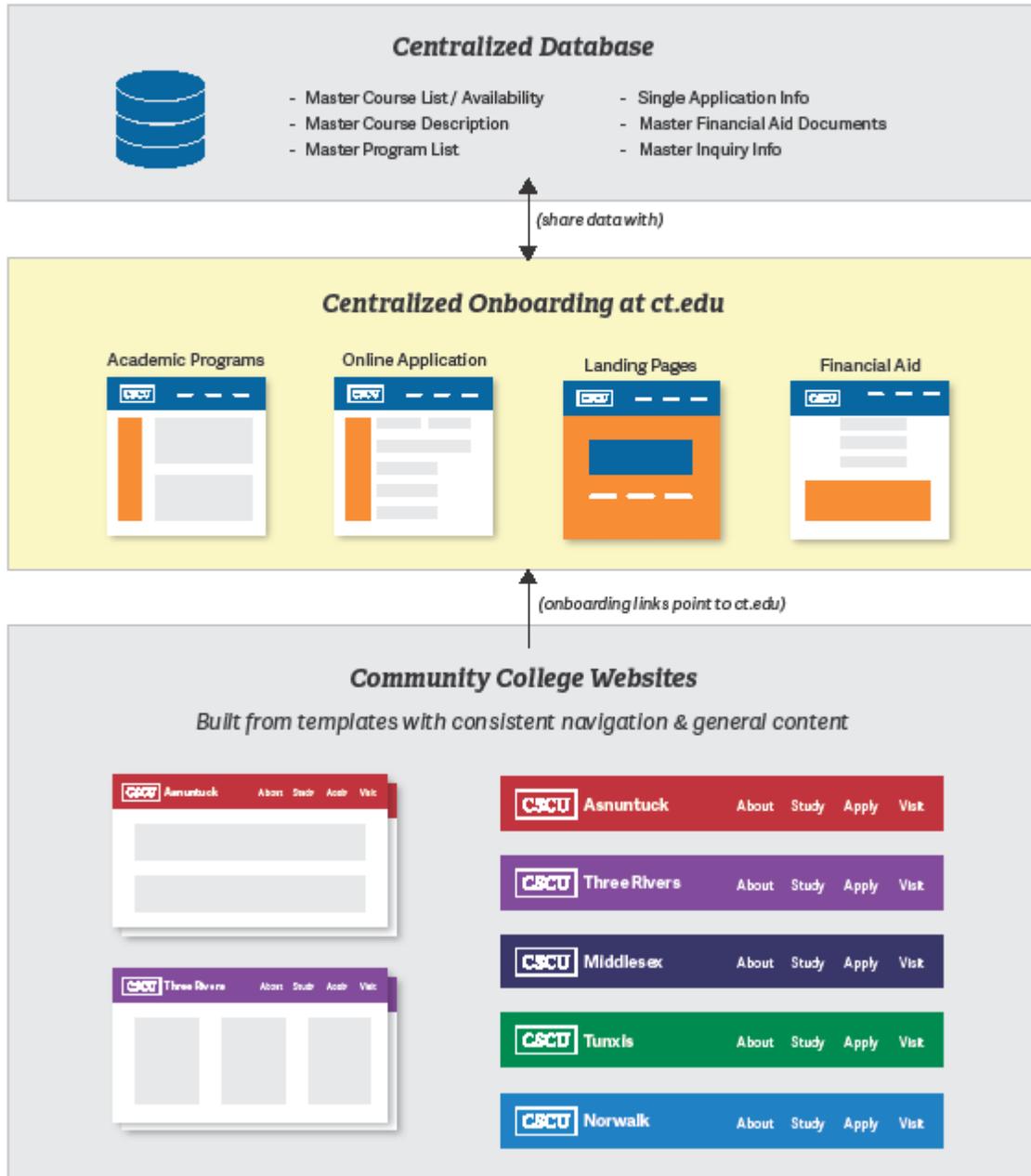
BOR Faculty Consulting and Research Policy

<http://www.ct.edu/files/policies/4.4%20Faculty%20Consulting%20&%20Research.pdf>



## Community College Websites: Shared Look & Feel

Centralized system data at ct.edu, centralized templates used by campuses



## APPENDIX BB:

### Project Activities and Timeline for Community College Website

1. Empanel a web re-design steering committee consisting of 4-5 current campus web managers, campus Marketing directors, and a CSCU System Office Lead. It will be this committee's responsibility to

- Develop and gain consensus on the overall direction from CSCU leadership, and from individual campus administrators, marketing directors and web managers
- Develop a project design and implementation plan, to include key tasks, pacing items, milestones and associated dates
- Validate the plan at the CSCU and campus leadership levels
- Kick off the process

2. Completing the redesign will require a focused effort by the steering committee (and others). A list of the key tasks associated with this project have already been identified, and this list provides the higher-level roadmap. (The steering committee may identify additional tasks as necessary when they are underway, with an eye toward developing the optimal path to completion.)

- Perform Data/Content Audit of the current ct.edu site and all existing community college sites, and determine the purpose(s) served
- Analyze the current content to identify data that is being shared across many sites in the current environment (CSCU portal and current community college web sites)
- Analyze data/content to determine what data can or should be shared in the new ct.edu web environment
- Assign data and content that represent common elements to the centralized database for inclusion in the CSCU home page
- Identify content that is unique to each campus

3. Following the identification of data identified as shared data (assigned to the ct.edu portal) and unique data (individual campus portals), the next step will be to segment the shared from the unique campus content:

- Aggregate the content that is to be managed centrally
- Aggregate the content that is to be managed at the individual campus level
- Ensure that neither the process nor the outcome of data separation will negatively impact students' ability to locate and access content in the new environment
- Ensure that centralization of content represents a true benefit to the students in terms of the access and ease of locating desired information

4. Design and develop the overall data hierarchy and architecture. This effort will result in the design of the data and user flows:

- Define CSCU web site and online experience goals
- Develop content hierarchy based on defined goals
- Develop navigational structure of ct.edu sites (wireframes)
- Design navigational structure of local campus web sites (wireframes)
- Create online pathways for
  - Current students
  - Prospective students

5. Develop Content Management Design—Software and hosting:

- Research and select backend software option based on system needs and goals for students and campus management
- Research and select hosting options

6. Undertake User Experience and Interface Design and Backend Development—Design and development:

- Develop design templates based on data hierarchy
- Test and finalize interface with focus group consisting of target audience members
- Design and develop backend content management system
- Create page segments for campuses to add and/or update
- Create development servers for testing and managing draft content

7. System Testing and Implementation:

- Launch developer site to community to add and/or update
- “Soft launch” new site to internal audience
- Launch new sites to public



# Community College Websites: Shared Look & Feel

Centralized system data at ct.edu, centralized templates used by campuses

## Step 1: Data/Content Audit

*What content exists and what purpose does it serve*

- analyze what content is currently shared
- analyze data/content that can be shared
- determine what data/content will need DB for sharing
- determine content unique to each campus

**Timeframe:** 3-4 weeks  
**Resources:** 3 full-time analyzers

## Step 2: Data/Content Separation

*Shared Content vs Unique Campus Content*

- determine what content can be managed centrally
- determine what content needs to be managed by individual campuses
- determine how will this separation effect students' ability to locate content
- ensure central placement of content benefit students

**Timeframe:** 3-4 weeks  
**Resources:** 3 full-time analyzers, IT resource

## Step 3: Data Heirarchy & Architecture

*Designing data & user flows*

- define website/online goals
- develop content heirarchy based on goals
- design navigational structure of campus sites (wireframes)
- design nav structure of main site (wireframes)
- create online pathways for current & prospective students

**Timeframe:** 6-8 weeks  
**Resources:** 3 full-time designers/developer, IT resource

## Step 4: Content Management Design

*Software & Hosting*

- Research and select backend software option
- Research and select hosting options

**Timeframe:** 2-3 weeks  
**Resources:** 3 full-time designers/developers, software fees, hosting fees

## Step 5: UI/UX & Backend Dev.

*Design & Development*

- Develop design templates based on data heirarchy
- Test & finalize interface with target audience members
- Design and develop backend CMS
- Create page segments for campuses personalized content
- Create dev servers for testing/managing draft content

**Timeframe:** 8-10 weeks  
**Resources:** 3 full-time designers/developers, IT resource, software

## Step 6: Testing & Implementation

- Launch dev site to community to update/add campus specific content
- Soft launch new site to internal audience member for final testing
- Launch new sites to public

**Timeframe:** 3-4 weeks  
**Resources:** 3 full-time designers/developers, software

## Step 7: Maintenance

- Upkeep with site content additions/edits
- Maintenance of quality of content (text, links, contacts)
- Software security patches and updates
- Analytic tracking tools and reports
- Creation and maintence of online marketing pages and tools (landing pages)
- SEO refinement and maintenance
- Testing & updating of site functionality across browsers/devices

**Timeframe:** Ongoing  
**Resources:** 3 full-time designers/developers, designated campus content managers

